

K-3 Classroom Size Reduction Planning Committee

2000 Annual Report

September 15, 2000

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Arizona Legislature
K-3 Classroom Size Reduction
Planning Committee

2000
ANNUAL REPORT

Submitted to the Governor
The President of the Senate
The Speaker of the House of Representatives
As required by Laws 2000, Chapter 76, Section 2
September 15, 2000

Committee Members:

Senator John Huppenthal, Co-Chair
Senator Linda Aguirre
Senator Ken Bennett
Ms. Delia Alston
Ms. Ruth Catalano
Dr. Walter Delecki
Dr. Sandra Stone

Representative Dean Cooley, Co-Chair
Representative Jake Flake
Representative Marion Pickens
Ms. Susan Campbell
Ms. Cheryl Cummand
Ms. Robin Hiller



Arizona State Legislature

1700 West Washington

Phoenix, Arizona 85007

May 11, 2001

The Honorable Jane D. Hull
Governor of the State of Arizona
1700 West Washington
Phoenix, AZ 85007

The Honorable Randall Gnant
President of the Senate
1700 West Washington
Phoenix, AZ 85007

The Honorable Jim Weiers
Speaker of the House of Representatives
1700 West Washington
Phoenix, AZ 85007

Dear Governor Hull, President Gnant and Speaker Weiers:

The K-3 Classroom Size Reduction Planning Committee, established pursuant to Laws 2000, Chapter 76, Section 2, is required to review issues relating to teacher training programs for smaller class sizes and possible legislative changes for schools that have implemented K-3 class size reduction related to classroom space issues. Additionally, the Committee is to examine the costs associated with implementing a classroom size reduction program.

Please find enclosed the 2000 Annual K-3 Classroom Size Reduction Planning Committee Report, a compilation of the Committee findings and recommendations relating to the promotion and implementation of class size reduction programs.

As Chairmen of the K-3 Classroom Size Reduction Planning Committee, we would like to thank the members of the Committee for their diligent work and participation.

Sincerely,

Former Senator John Huppenthal, Cochairman
K-3 Classroom Size Reduction
Planning Committee

Representative Dean Cooley, Cochairman
K-3 Classroom Size Reduction
Planning Committee

JH/DC/KS/jas
Enclosure



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*All materials submitted to the Committee and tapes of the meetings
are on file in the Senate Resource Center.*

K-3 CLASSROOM SIZE REDUCTION PLANNING COMMITTEE 2000 ANNUAL REPORT

MEMBERS:

Senator John Huppenthal, Co-Chairman
Senator Linda Aguirre
Senator Ken Bennett
Ms. Delia Alston
Ms. Ruth Catalano
Dr. Walter Delecki
Dr. Sandra Stone

Representative Dean Cooley, Co-Chairman
Representative Jake Flake
Representative Marion Pickens
Ms. Susan Campbell
Ms. Cheryl Cummard
Ms. Robin Hiller

ESTABLISHMENT:

The K-3 Classroom Size Reduction Planning Committee was established by the Legislature of the State of Arizona in the Forty-fourth Legislature, Second Regular Session (Laws 2000, Chapter 76, Section 2).

COMMITTEE CHARGE:

The Committee is charged with the following responsibilities:

- Recommend teacher training programs designed to maximize pupil achievement in schools undergoing K-3 class size reduction.
- Recommend possible legislative changes for schools that have implemented K-3 class size reduction relating to classroom space issues.
- Examine and analyze other issues to promote K-3 class size reduction.
- Examine the costs associated with implementing a classroom size reduction program.

REQUIREMENTS:

The Committee shall submit a report of its findings to the Governor, the President of the Senate and the Speaker of the House of Representatives by September 15, annually. The report shall include an estimate of the costs associated with implementation of a classroom size reduction program.

TERMINATION:

December 31, 2005

PUBLIC MEETINGS:

The K-3 Classroom Size Reduction Planning Committee held three public meetings. The Subcommittee of the K-3 Classroom Size Reduction Planning Committee held one public meeting. Proceedings of these meetings were recorded for the public and minutes, attachments and/or tapes are on file in the Senate Resource Center.

REPORT:

Summary

The recommendations of the K-3 Classroom Size Reduction Planning Committee are contained in legislation introduced in 2001, 45th Legislature, First Regular Session, S.B. 1094 (Aguirre) and H.B. 2594 (Huppenthal).

Funding

As introduced, S.B. 1094 and H.B. 2594 contained a "blank" appropriation. However, the Joint Legislative Committee staff estimated at the November 27, 2000 meeting, that the population of pupils qualifying under these bills would cost approximately \$3 million in state general fund monies. This appropriation would take into consideration the \$75.00 per pupil grant allocation and the estimated K-3 average daily membership (ADM) count of 40,670 pupils for FY 2002 who meet the requirements of 75 percent or more of the school district's or charter school's student count meeting the economic eligibility requirements established under the National School Lunch and Child Nutrition Acts for free or reduced price lunches (Attachment E).

The Committee did not determine an appropriation related to costs associated with the class size reduction teacher preparation fund.

Program Components

The Committee, taking into consideration overall program costs, recommended a "phase-in" program, targeting class size reduction for grades K-3 and beginning implementation with high poverty pupil populations. The Committee discussed that future implementation could eventually phase-in other pupil populations with additional state general funds and school district funds.

Class size reduction fund monies would be established in the form of grants to participating school districts and charter schools, selected by applications submitted to the Arizona Department of Education. The Committee outlined specific participation requirements, including a requirement that school districts and charter schools use a portion of their Proposition 301 monies for class size reduction purposes.

The Committee requested that the Department of Education administer the Class Size Reduction Program.

Accountability

The Committee established accountability measures for schools participating in the Class Size Reduction Program, including an annual report summarizing academic results of participating pupils and outlined other factors to be included in the report such as: the number of years that the school district or charter school has participated in class size reduction efforts, a listing of the grade levels participating in the Class Size Reduction Program, a description of parental/pupil/teacher satisfaction with the program, and a description of changes that may be attributable to class size reduction such as positive advancements in discipline, graduation rates, student retention and academic gains.

The Committee found it imperative that any school district or charter school participating in the Class Size Reduction Program be prohibited from reducing or eliminating any art courses or music instruction as a method to increase classroom space in the school for programs related to class size reduction. The Committee wanted to ensure that school districts or charter schools not use monies from the Class Size Reduction Program for purposes relating to capital projects.

Teachers

The issue of teachers was discussed at length by the Committee, and it was determined that any Class Size Reduction Program stress high quality teaching standards in Arizona would need to be maintained. Specifically, the Committee wanted to discourage school districts and charter schools from increasing the teaching pool by hiring high numbers "emergency credentialed" teachers in high teacher shortage areas.

Instead, the Committee discussed using innovative options to address teacher shortages such as alternative certification options or "team teaching," including the use of two classroom teachers in a classroom to decrease the teacher to student ratio in core subject areas such as reading and mathematics. Additionally, the Committee wanted to ensure that teacher aides not be used by school districts and charter schools as "substitute" teachers in order to decrease teacher to pupil ratios in the classroom.

In addressing teacher salaries, the Committee encouraged that the Class Size Reduction Program be able to keep teacher pay in the urban and high poverty school districts competitive so teachers in those school districts are not enticed to leave their positions for other, more suburban communities with higher salary levels.

Additionally, with respect to teacher preparation, the Committee wanted to ensure that teachers are adequately trained to teach in smaller class size settings. The Committee discussed the importance of providing teacher training and development seminars, including workshops for teaching with new pedagogical methods and curriculum geared towards a smaller class size setting. The Committee suggested that teacher preparation for teaching smaller class sizes begins with the university system and recommended that the Arizona Board of Regents assist the Department of Education in the development of curricula to address methods for teaching pupils in smaller class sizes.

Both S.B. 1094 and H.B. 2594 are enclosed in Attachment J.

ATTACHMENT
A

House Engrossed Senate Bill

FILED

State of Arizona
Senate
Forty-fourth Legislature
Second Regular Session
2000

Betsey Bayless
Secretary of State

CHAPTER 76

SENATE BILL 1167

AN ACT

AMENDING SECTION 15-746, ARIZONA REVISED STATUTES; RELATING TO SCHOOL CLASS SIZE.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Section 15-746, Arizona Revised Statutes, is amended to
3 read:

4 15-746. School report cards

5 A. Each school shall distribute an annual report card that contains
6 at least the following information:

7 1. A description of the school's regular, magnet and special
8 instructional programs.

9 2. A description of the current academic goals of the school.

10 3. A summary of the results achieved by pupils enrolled at the school
11 during the prior three school years as measured by the Arizona instrument to
12 measure standards test and the nationally standardized norm-referenced
13 achievement test as designated by the state board and as reported in the
14 annual report prescribed by section 15-743, a summary of the pupil progress
15 on an ongoing and annual basis, showing the trends in gain or loss in pupil
16 achievement over time in reading, language arts and mathematics for all years
17 in which pupils are enrolled in the school district for an entire school year
18 and for which this information is available and a summary of the pupil
19 progress for pupils not enrolled in a district for an entire school year.

20 4. The school's current expenditures per pupil for classroom supplies,
21 classroom instruction excluding classroom supplies, administration, support
22 services-students, and all other support services and operations. The
23 current expenditures per pupil by school shall include allocation of the
24 district-wide expenditures to each school, as provided by the district. The
25 report shall include a comparison of the school to the state amount for a
26 similar type of district as calculated in section 15-255. The method of
27 calculating these per pupil amounts and the allocation of expenditures shall
28 be as prescribed in the uniform system of financial records.

29 5. The attendance rate of pupils enrolled at the school as reflected
30 in the school's average daily membership as defined in section 15-901.

31 6. The number of incidents that occurred on the school grounds and
32 that required the intervention of local, state or federal law enforcement.

33 7. The percentage of pupils who have either graduated to the next
34 grade level or graduated from high school.

35 8. A description of the social services available at the school site.

36 9. The school calendar including the length of the school day and
37 hours of operations.

38 10. The total number of pupils enrolled at the school during the
39 previous school year.

40 11. The transportation services available.

41 12. Beginning in the 2000-2001 school year and until July 1, 2006, the
42 reading instruction programs used by the school for kindergarten programs and
43 grades one, two and three, pursuant to section 15-718, subsection A. The
44 report card shall include a district comparison of test scores among the

1 different programs of reading instruction and shall identify the program of
2 reading instruction used in each classroom.

3 13. A description of the responsibilities of parents of children
4 enrolled at the school.

5 14. A description of the responsibilities of the school to the parents
6 of the children enrolled at the school including dates the report cards are
7 delivered to the home.

8 15. A description of the composition and duties of the school council
9 as prescribed in section 15-351 if such a school council exists.

10 16. For the most recent year available, the average current expenditure
11 per pupil for administrative functions compared to the predicted average
12 current expenditure per pupil for administrative functions according to an
13 analysis of administrative cost data by the joint legislative budget
14 committee staff.

15 17. IF THE SCHOOL PROVIDES INSTRUCTION TO PUPILS IN KINDERGARTEN
16 PROGRAMS AND GRADES ONE THROUGH THREE, THE RATIO OF PUPILS TO TEACHERS IN
17 EACH CLASSROOM WHERE INSTRUCTION IS PROVIDED IN KINDERGARTEN PROGRAMS AND
18 GRADES ONE THROUGH THREE.

19 18. THE AVERAGE CLASS SIZE PER GRADE LEVEL FOR ALL GRADE LEVELS
20 KINDERGARTEN THROUGH GRADE 8. FOR THE PURPOSES OF THIS PARAGRAPH, "AVERAGE
21 CLASS SIZE" MEANS THE WEIGHTED AVERAGE OF EACH CLASS.

22 B. The department of education shall develop a standardized report
23 card format that meets the requirements of subsection A of this section. The
24 department shall modify the standardized report card as necessary on an
25 annual basis. The department shall distribute to each school in this state
26 a copy of the standardized report card that includes the required test scores
27 for each school. Additional copies of the standardized report card shall be
28 available on request.

29 C. After each school has completed the report card distributed to it
30 by the department of education, the school, in addition to distributing the
31 report card as prescribed in subsection A of this section, shall send a copy
32 of the report card to the department. The department shall prepare an annual
33 report that contains the report card from each school in this state.

34 D. The school shall distribute report cards to parents of pupils
35 enrolled at the school, no later than the last day of school of each fiscal
36 year, and shall present a summary of the contents of the report cards at an
37 annual public meeting held at the school. The school shall give notice at
38 least two weeks before the public meeting that clearly states the purposes,
39 time and place of the meeting.

40 Sec. 2. K-3 classroom size reduction planning committee

41 A. The K-3 classroom size reduction planning committee is established
42 consisting of the following members:

43 1. Three members of the house of representatives, no more than two of
44 whom are from the same political party, who are appointed by the speaker of
45 the house of representatives.

1 2. Three members of the senate, no more than two of whom are from the
2 same political party, who are appointed by the president of the senate.

3 3. One faculty member of a college of education of one of the
4 universities under the jurisdiction of the Arizona board of regents who is
5 appointed by the governor.

6 4. One member of a statewide association composed of school district
7 governing board members who is appointed by the president of the senate.

8 5. One teacher who is a member of a statewide association composed of
9 teachers and who is appointed by the speaker of the house of representatives.

10 6. One member of an association composed of parents of public school
11 children who is appointed by the president of the senate.

12 7. One member of an association composed of school administrators who
13 is appointed by the speaker of the house of representatives.

14 8. One member of the public who is appointed by the speaker of the
15 house of representatives.

16 9. One member of a statewide class size advocacy organization who is
17 appointed by the governor.

18 B. Appointed members serve at the pleasure of the person who made the
19 appointment.

20 C. Members of the committee are not eligible to receive compensation,
21 but members are eligible for reimbursement of expenses under title 38,
22 chapter 4, article 2, Arizona Revised Statutes.

23 D. The committee may use the expertise and services of the staffs of
24 the department of education and the legislature.

25 E. The committee shall:

26 1. Recommend teacher training programs that are designed to maximize
27 pupil achievement in schools undergoing classroom size reduction for
28 kindergarten programs and grades one through three.

29 2. Recommend possible legislative changes for schools that have
30 implemented classroom size reduction programs for kindergarten programs and
31 grades one through three that would increase classroom space for pupils in
32 kindergarten programs and grades one through three.

33 3. Examine and analyze any other issues that will promote classroom
34 size reduction in kindergarten programs and grades one through three.

35 4. Examine the cost of implementing a classroom size reduction
36 program. The cost estimate shall be included in the annual report.

37 5. Submit an annual written report to the governor, the president of
38 the senate, the speaker of the house of representatives, the secretary of
39 state and the department of library, archives and public records by September
40 15 that contains the committee's study results and recommendations during
41 years 2000 and 2001.

42 Sec. 3. Delayed repeal

43 Section 2 of this act, relating to the K-3 classroom size reduction
44 planning committee, is repealed from and after December 31, 2005.

~~APPROVED BY THE GOVERNOR MARCH 30, 2000~~

~~FILED IN THE OFFICE OF THE SECRETARY OF STATE MARCH 30, 2000~~

**ATTACHMENT
B**

ARIZONA STATE LEGISLATURE

INTERIM MEETING NOTICE OPEN TO THE PUBLIC

K-3 Classroom Size Reduction Planning Committee

DATE: Thursday, October 12, 2000

TIME: 1:00 p.m.

PLACE: Senate Hearing Room 1

AGENDA

- I. Call to Order
- II. Opening Remarks and Introductions
- III. Review of Committee Charge
 - Legislative Staff
- IV. Presentation of Class Size Reduction Evaluation Findings in California
Based on findings of the 1998-1999 Technical Report of the CSR Research Consortium, a partnership researching California's class size reduction reform (www.classsize.org)
 - **Brian M. Stecher**, Co-Principal Investigator, RAND
- V. Discussion
- VI. Public Testimony
- VII. Schedule Next Meeting Date
- VIII. Adjourn

MEMBERS:

Senator John Huppenthal, Cochair
Senator Linda Aguirre
Senator Ken Bennett
Delia Alston
Ruth Catalano
Dr. Walter Delecki
Dr. Sandra Stone

Representative Dean Cooley, Cochair
Representative Jake Flake
Representative Marion Pickens
Susan Campbell
Cheryl Cummand
Robin Hiller

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the Senate Secretary's Office: (602)542-4231 (voice). Requests should be made as early as possible to allow time to arrange the accommodation.

KY/cd 09/27/00

ATTACHMENT C

ARIZONA STATE LEGISLATURE

K-3 CLASSROOM SIZE REDUCTION PLANNING COMMITTEE

**Minutes of the Meeting
Thursday, October 12, 2000
1 p.m., Senate Hearing Room 1**

Members Present:

Senator John Huppenthal, Cochair
Senator Linda Aguirre
Senator Ken Bennett
Delia Alston
Ruth Catalano
Dr. Walter Delecki

Representative Dean Cooley, Cochair
Representative Jake Flake
Representative Marion Pickens
Susan Campbell
Cheryl Cummard
Robin Hiller

Members Absent:

Dr. Sandra Stone

Staff:

Kimberly Yee, Senate Education Committee Research Analyst
Kathy Seeglitz, Senate Education Committee Research Assistant Analyst

Senator Huppenthal called the meeting to order at 1:00 p.m. and asked each of the members to introduce themselves and make some opening remarks. Attendees Sign-In Sheet is attached. (Attachment 1)

Ruth Catalano commented that she was invited to sit on the committee because she currently is a governing board member at the Glendale Elementary School District and a retired school administrator from the Washington Elementary School District. She said that she believes very strongly that the primary years are critical in forming a child's learning habits and feels that lowering the adult-student ratio would be extremely beneficial.

Delia Alston stated that she was invited because she is the parent of seven children and interested in their education. She indicated that she has read some of the materials and would like to see classroom size reduction implemented because she feels strongly that it will help children. She said that she is interested in learning more about this issue.

Robin Hiller noted that she is the Director of Arizona Children First which is a statewide coalition of parents, educators, and community members who have been researching smaller class sizes and trying to get class-size policies implemented in Arizona for the past two years.

Cheryl Cumnard indicated that she is a teacher from Gilbert and feels that she was invited because she is "in the trenches" and knows the difference it can make when reducing class size.

Senator Linda Aguirre explained that she was a former teacher in an overcrowded classroom, a school board member dealing with overcrowding issues in the district she represented, and has introduced legislation during the past eight years that deals with lowering classroom size. She said that she is excited to be on the committee and hopes that they can find a solution.

Senator Ken Bennett remarked that he lives in Prescott and has three children in the public schools (two in high school and one in middle school). Prior to being in the Legislature, he was on the State Board of Education for seven years.

Senator John Huppenthal indicated that he is chairman of the Senate Education Committee and explained that he has two daughters in the second and third grades.

Representative Dean Cooley said that he has eight children who have gone through the Mesa School system and currently has 39 grandchildren which are in school, intend to be in school, or have graduated.

Representative Marion Pickens stressed that she is very concerned about the children in the school system. Class-size reduction has been a high priority for her for a long time and is glad that the committee is looking at it as a possibility to be on the ballot, as well as some further legislation. She said that she hopes the committee can identify solutions to such big questions.

Susan Campbell stated that she is a parent from Glendale. She indicated that she had just come from the frontline, spending her morning with kindergartners. She said that she hopes to make a difference for her children as well as others.

Dr. Walter Delecki, superintendent of Gilbert Schools, explained that he has been in the district for 23 years. Three of his sons are in high school and his youngest is in sixth grade. He said that he believes this is an important issue, both for the parents, as well as for teachers and principals.

Senator Huppenthal thanked everyone for their willingness to serve on the committee. He pointed out that the RAND Institute has done some amazingly good educational analysis. He explained that they have an analyst from RAND to do a presentation who is the co-principal investigator of a recently published report on class-size reduction in California for the 1998-1999 evaluation findings. The technical report was conducted in partnership with consortiums for the American Institutes for Research, PACE, Ed Source, West Ed, and RAND.

Brian M. Stecher, Co-principal Investigator, RAND, explained that he will share some of the findings from an ongoing evaluation of California's class-size reduction

program, discussing the effectiveness of the program, policies and procedures, and some unanticipated consequences (Attachment 2). He said that he hopes this information will assist the committee in their planning.

Mr. Stecher stated that this was a nonpartisan evaluation with five organizations participating who were interested in reporting objective information about what happened in California. He noted that they currently were midway through the process and that he would be discussing results accumulated over two years of study. The work was primarily funded by the California Department of Education; however, funds were also received from some California foundations such as Hewlett, Stuart and others. Most of the data was gathered from surveys completed by superintendents, principals, teachers, and parents, from the statewide testing program (Stanford 9), from archival information collected annually through the schools and districts, and from in-depth case studies in six school districts.

Mr. Stecher indicated that he felt it was important to explain the context of the California program because that may be relative to how Arizona might chose to do things. California school officials have always thought of themselves as being an educational leader, but that leadership role had begun to deteriorate in the late nineties with much public concern about student performance. In fact, California scored next to last in reading at the fourth grade level in the 1994 national assessment. At the same time that was happening, enrollments had been rapidly growing, creating an overcrowded situation. As the economy boomed, the state coffers went from being very lean to being very rich. California law requires a fixed percent of state revenues be spent on education. In 1996, the governor was confronted with spending more money on education and chose to create a class-size reduction initiative. It was done without much public comment or advanced planning. One of the contributing factors of doing this in California was the results of an experiment in Tennessee. The STAR study remains the best experimental evidence about the efficacy of class-size reduction and its impact on student achievement. The results of the STAR experiment were instrumental in California's decision to implement class-size reduction.

Mr. Stecher emphasized that California has spent between \$1 billion to \$1.5 billion annually on class-size reduction. Most of the money was used for salaries and materials with the exception of a small amount in the first two years (\$200 million to \$300 million) that went towards helping districts install portable classrooms.

Mr. Stecher explained that in Tennessee, there was a formal experiment in which teachers and students were randomly assigned to either a regular size class or a smaller class. Student progress was followed for ten years in order to evaluate the accumulative affect of being in a small class. There were 22 to 26 students in the large classrooms, with 13 to 17 students in the reduced classes. In California, the starting point was approximately 29 students, reducing class size to 20 students. One question that neither study answers is whether there is an absolute threshold. Does magic happen when the class size gets just below 18 students, or are there relative benefits with a 30% reduction regardless of what size classroom they begin with? There is no

answer to that question but the two experiments had different starting places. In Tennessee, they had adequate space and teachers to have smaller classes. They were dealing with a primarily English-speaking population, with a statewide curriculum and a test aligned with that curriculum in place. These were fairly ideal circumstances for studying just class size. In California, the situation was much more complicated. Schools were already overcrowded, there was a shortage of qualified teachers to fill all the spots, many of the students did not speak English, and no statewide testing program was in place for the first year. The California experience cannot be compared directly to the Tennessee experience, but is enlightening for what it says about reform on a huge scale.

Mr. Stecher mentioned that they tried to be comprehensive and not just look at achievement but also examine what happened to other district policies, teachers, how classroom practices changed, parent involvement in education, etc. He explained that a critical feature of the California program is that it is voluntary. All schools work with the regular funding. If they are able to reduce the size of a classroom in kindergarten through third grade to 20, the school receives \$832 per student in extra funding to make up for the cost of reduction. The cost to the district varied depending on the initial class size. Participation was voluntary, so it was not obvious as to how fast schools would do this. In the first year, some schools hesitated because they were concerned that this was just a one-time proposition. By the second year, public support was so great, schools started joining the cause.

The schools started with reducing first grade classes, then added kindergarten, second grade, and subsequently, third grade. The measure was passed in July, school opened in September, and by the end of the year, 80% of the first graders were in reduced size classes. The school officials figured out how to implement the program between July and December. By the third year, approximately 90% of the kindergarten, first, second and third graders were in reduced size classrooms.

Representative Cooley noted that multiplying \$832 by 20 equals \$16,640 which does not seem like much of an incentive for a school to provide another classroom, teacher, and all the materials needed. What is the incentive to the school? Mr. Stecher said that if there are two classes of 30 students, add one new teacher and split the students into three classes of 20, the school receives \$832 for 60 students, equaling approximately \$50,000 which is close to what it cost to add another teacher. However, it does not completely cover the cost.

Senator Huppenthal stressed that the people who made the most from the California policy were those who were performing well to start with. If a school only had 20 students in the appropriate classroom to begin with, they received the funds without doing anything. He suggested that this could be accomplished at a fraction of the \$832.

Mr. Stecher indicated that in the first year the multiplier was \$650. However, there was an outcry that the \$650 was inadequate. Therefore, in the second year, it was raised to

\$800 and included an inflation factor bringing it to \$832. Some of the data reflects that the \$650 was still an extremely strong incentive.

Mr. Stecher mentioned that the implementation was rapid but uneven. Not all schools moved quickly. The slower districts tended to be the ones that serve minority and low-income students. Even after three years, when almost all the classrooms have been reduced, the few bits that are still in large classrooms are disproportionately in Spanish-speaking areas. The primary driver in implementing this program in a district was how fast they could get space. The inner-city schools were already overcrowded and did not have room for additional classrooms. It was a year before the portable facilities could be installed.

Senator Aguirre asked if there was any thought given to double sessions and if a district implemented that would they be eligible for the money? Mr. Stecher replied that many of the districts were already on a year-round school session with a number of other schools shifting to year-round schools in order to reduce class sizes. He said that he was not aware if any district opted for double session; however, if they did, they still would be eligible for the funds.

Senator Aguirre indicated that her concern is that the districts who are in dire need of reduced classrooms were not able to participate because of facilities and other issues. Many of those same concerns would be paramount in Arizona. She suggested that Scottsdale, for example, would receive funds, yet some of the inner-city schools would not. She said that she was interested to know what the California districts did to overcome that issue.

Mr. Stecher explained that some districts went from K-6 to K-5 and converted some junior high schools to middle schools in order to make room. Senator Aguirre stated that she has heard some of the horror stories about the classroom reduction program, such as classrooms in gymnasiums and other things that suggested the program was not working well. Mr. Stecher said that it was a serious problem to find space, partly because of rushing to implement the program. Many school libraries, art rooms, music rooms, and computer rooms were closed to provide accommodations for more space. Although there are no statistics yet, it would be interesting to know if the schools recovered those facilities after three years in the program.

Senator Huppenthal commented that he recalls a court decision in which there was a ruling that the expenditure at a school was a leveling program. It appears that this program would throw the schools into violation of that court decision. Mr. Stecher indicated that the senator was probably talking about the Rodriguez case which applied narrowly to the Los Angeles Unified School District. The district tried to make the program uniform and suggested that if all the schools in the district could not do second grade, no school would be able to implement it. In the first year, all first grades participated. In subsequent years, they tried to keep all the schools in concert.

Mr. Stecher next talked about how principals adjusted their budgets to accommodate reduction in class size, suggesting they did not receive as much from the state as it was actually costing them to implement the program. They elected to cut back funds from maintenance and administrative dollars, as well as other resources to accommodate the program. This related to approximately 20% to 40% of the districts, which tended to be the overcrowded schools; many of the districts did not have to make any compromises. In three years, they hired more than 25,000 new teachers in K-3 grades. It turned out that the labor market did not have that number of teachers, therefore, they had to recruit out of the state and country. The bulk of the spots were filled by teachers who had begun their training but had not yet been certified.

Senator Huppenthal commented that the wealthy school districts were paying the higher salaries and getting the certified teachers, leaving the other districts with the remaining workforce. Mr. Stecher responded that some of the largest districts, because of union negotiations over the years, have higher starting salaries. For whatever reason when they went into the marketplace to compete, the inner city and urban districts were less competitive for the incoming teachers. It may have been salary or working conditions or location. Senator Huppenthal suggested then that the outcome could not be based solely on salary.

Senator Bennett asked if there was any evidence that the more qualified teachers transferred to the affluent districts because of higher paying salaries. Rather than the district picking the best from the supply, were they taking from the other districts, leaving the less qualified. Mr. Stecher replied not on first blush, however, tracking teachers was not well done. The best they can tell is that there was not a mass exit of teachers from inner cities to suburbs. The suburbs were more competitive when it came to the new teachers coming into the profession. It will be four to six months before there is sufficient data to review.

Representative Pickens indicated that in Arizona if a teacher transfers from one school district to another, they cannot take the experience salary level with them. They start again at the lower end of the payscale. Is that true in California? Mr. Stecher replied that it varies from district to district. Representative Pickens suggested that would restrict teachers from moving from one district to another. Mr. Stecher commented that there were a number of transfers within the districts. Los Angeles has some of the wealthiest and poorest schools and there were movements in those districts without the danger of caps on salaries.

Mr. Stecher noted that some of the first things talked about when implementing reduced classrooms was how this program would be beneficial for students. It seemed that there were two competing ideas. One was that this program would allow teachers to do more of what they were doing, allowing individualization with the children. The alternative view was that this program would allow teachers to do things differently. Instead of lecturing and having a teacher-centered classroom, they could now have a more student-centered classroom. They could act as a facilitator. They looked at how classroom practices changed. For the most part, they remained the same. However,

there were some differences, teachers reported that they spent more time giving individual help to students in math and language classes. In particular, teachers said that they were more often able to give five minutes or more of focused time to students who were having reading problems. They spent less time on discipline and management. Senator Bennett asked if the teachers spent less time on discipline because they had less students or if the percentage of time spent on discipline per student went down. Mr. Stecher said that less of the school day was spent on discipline, in part because there were fewer students and partly because the students were better behaved.

Mr. Stecher commented that the bottomline of the research was what happened to student achievement. The expectation from the Tennessee study was that there would be large gains. In fact, in Tennessee, the gains were twice as large from minority students as they were from white students. In California, things were not that dramatic. 2% to 4% of the students were above the national median on the Stanford 9 test. The gain seemed to be fairly even across the ethnic groups, poverty levels, and language status. The California story is small gains, fairly evenly for all children.

Senator Huppenthal asked if these students were in the smaller classes for three consecutive years. Mr. Stecher answered no, that is another important difference between the two studies. In the Tennessee study, everyone started in kindergarten, stayed in reduced classes through third grade, and the study follows them into high school. The differences were very dramatic starting in first grade and stayed dramatic through high school. In California, because of the way it was implemented, the only place they could find any decent comparisons was among third graders. Some of whom were in reduced classes and some were not. Where their previous history was in large classes, they had a one shot dose in third grade.

Senator Huppenthal commented that after reviewing all the data, he feels Arizona could improve one percentage point a year. Some people may think that is not significant. However, 15 years later Arizona would be the best state in the nation. He suggested it is important to have the vision to understand that it is the small little slivers, putting them together year after year that leads to incredible success.

Mr. Stecher explained that the data presented today was gathered after just two years in the program. If this level of growth could be sustained for a decade, it would be phenomenal; however, he is not aware of any state that has done that. He said that he also could not think of any other program that could be implemented and see these types of results in one year.

In California, White versus African American children typically score about one standard deviation difference. Whites and Hispanics score approximately one whole standard deviation unit difference. Native English speakers and non-native English speakers score about a whole deviation unit difference. The class size difference is about a tenth of a standard deviation. It is small compared to the Tennessee gain. Although as Senator Aguirre mentioned, Tennessee was able to staff their classes with experienced

teachers while California did not. It is impossible to know to what degree that might have suppressed the achievement that could have been obtained with fully certified teachers in the classroom.

Senator Huppenthal provided an example of two runners starting a race a mile apart, running at the same speed. If they both are given a drug that would increase their speed, the distance between the two would remain the same. There is a suspicion that the limitation that caused the person to be behind in the first place would not permit them to take advantage of the change, thus limiting their growth and increasing the gap. Unless there is something designed in the program for minority districts to implement the plan faster, the gap would grow.

Mr. Stecher pointed out that policymakers were looking for ways to address the achievement gap and were concerned about whether this program would help. They hope that the Tennessee experience, where smaller classes provided an extra benefit for those who needed it the most, would be replicated to some extent in California. It was noted that third grade students' achievements that were attributed to class-size reduction were still visible a year later when they returned to fourth grade where the classes were larger. In Tennessee the gains realized by the end of third grade had persisted well into high school. So, there is some evidence that these gains are lasting.

Mr. Stecher noted that the study looked at the impact on special education. Teachers are noticing something that is causing them to refer a higher proportion of students for screening; however, when they are screened the rates of identification have not changed.

Senator Bennett suggested that teachers now have more time to spend individually with the children; therefore, they may be seeing things that they did not have time to see earlier. Mr. Stecher replied some people argued that what would happen is that teachers would keep more children in class because it was easier to deal with a wider range of abilities if there were fewer students in the classroom. It appears things have remained the same because the net result has stayed the same. He mentioned that there has been some departure of the most highly trained teachers. California has lost approximately 1,000 special education teachers who are now teaching in regular classes, perhaps because the smaller classrooms became more attractive.

Mr. Stecher explained that when presenting the findings after the two-year study, the points made were that the program was almost fully implemented after three years of trying; however, there were a few schools lagging behind. There was an overall increase in the uncredentialed teachers. Classroom instruction was more individualized though not dramatically different in style or content. Achievement has grown by 2% to 4%. The little achievement gain appears to persist when they return to fourth grade. There has been some movement of teachers out of special education. Teachers with bilingual skills are going to schools with fewer children that are bilingual. At this point, it is important to stay the course, because it is too soon to determine whether this program is a hit or failure. However, there is enough positive evidence to continue the

program. The lingering barriers to implementing the program that need attention are: 1) the extremely overcrowded schools that could not participate in the program without some supplemental assistance; 2) address the teacher shortage; and 3) better preservice training and increase the capacity of the teacher training institutions to turn out new teachers.

Senator Huppenthal questioned the federal CSR. Mr. Stecher stated that the state receives a fixed amount of money which can be used to hire and train teachers or do some other related services that are geared towards improving small classes. In the federal program, the school must reduce class size to 18 in order to qualify for monies.

Senator Huppenthal suggested that 18 is a dramatic number to reduce the class size. Very few schools would be able to qualify for that. Mr. Stecher replied that California obtained a waiver because of their massive efforts to reduce class size to 20 that would count to qualify them for the federal program even though they did not meet the 18 number. Other states are using the money for selected, very targeted class-size reductions and are getting to 18.

Representative Pickens asked if there is a statute that indicates a certain time this would take place. Mr. Stecher answered no, it requires an annual renewal. It will go on until the next downturn in the economy when hard choices will need to be made and it is unclear what would happen.

Senator Aguirre questioned that one of the items in the federal CSR indicates that a district must already have adequate facilities in order to receive funds, that they will not assist in paying for facilities. This would be difficult for some of the districts. Mr. Stecher indicated that is correct, the funds cannot go for capital outlay. Senator Aguirre suggested that if the state could provide the funds for facilities, then they could tap into some of the federal money.

Senator Huppenthal said that at the next meeting if the Department of Education could present the specifics of the federal program, what school districts are planning to do, and also what the Department is planning to do or has already done. Dr. Delecki indicated that \$192,000 in funds have been available to the Gilbert schools, for five teachers and \$2,000 of the money goes towards supplies. They have selected the four Title 1 schools with the lowest test scores. For second grade, there is an additional teacher at four schools and one additional teacher in third grade.

Senator Aguirre asked about facility issues, did the Gilbert district have the facilities? Dr. Delecki replied that even though they are growing faster than any other district, most of them had space. With the funds they could not buy equipment, furniture, or any capital facilities.

Mr. Stecher stated that one of the frustrations they had in doing the study, that Arizona might want to think about as they plan for the future, is that the data system and the way it was implemented in California made it very difficult to address questions that people

wanted answered. California does not have a good method in place to follow students from one year to the next and actually associate the scores received in year one with the scores in year two. This program was implemented in such a rush that there was no time to gather baseline data or set up comparisons. He suggested that Arizona might want to do some planning that sets up a policy that would allow these questions to be answered as to the effectiveness of the program.

Senator Huppenthal asked what the plans are for ongoing evaluations of the program in California. Mr. Stecher replied that they have two additional years to continue their analysis. They will continue to do field surveys and review the test score data. He indicated that they will be looking at trend data to see whether over time the achievement gains in the class-size reduction grades look different then in the nonreduction grades. In other words, they will be looking at what happens in the fifth grade where they did not have any class-size reductions. Then they will look at first and second grades where there were small classes. If the slope is different, that would suggest that the smaller classes did achieve something. California is awash in educational reform policies that make it difficult to isolate the effect of one particular thing.

Senator Huppenthal said that it appeared to him part of what the schools were doing in California was in order to get to 20 students in K-3, 4, 5, 6, and 7. In the corresponding analysis, are they giving up in the upper grades what is being captured in the lower grades. Mr. Stecher replied that the best they can do is use the other grades as a comparison and factor out all the other educational reforms. What appears to be happening is that there is a small increase in the enrollment per class in fourth and fifth grade. That was looked at and has gone up on average by one pupil. It was not a huge concern.

Representative Cooley indicated that for most schools to provide facilities they had to lease portable structures. He questioned that it would be a lease rather than a purchase because the immediate outflow of cash would be less. As this program progresses, has the state made any provisions to allow further capital to replace the temporary rooms. Mr. Stecher said yes. He indicated that most of the facilities were leased and in the first year or two, heavily overcrowded districts could receive \$25,000 for a new classroom to fray the initial cost. In the long run, after the second year, there have been no more monies for facilities. However, the state recently passed a bond issue that set aside one or two billion dollars for general facilities improvement. It was not focused specifically on the elementary grades or class-size reduction, but it was to address the long unmet need for capital improvements for new buildings as well as remodeling and repair. Districts are scrambling to get access to those monies which can be used to upgrade portables or replace them with permanent structures. It has not been done in a way that targets the money to flow to meet the needs of class-size reduction, allowing the money to be used for any type of capital outlay. For some reason, this seems to be popular in California. It is a first-come, first served amount of money. The money will be spent until it is gone.

Ms. Hiller questioned that in the Tennessee study, the greatest gains were made with low-income minority students and in California, the remaining 15% of the schools that have not implemented the program are urban, high minority, low-income students. Is there anything California is doing to bring those schools on board? Mr. Stecher replied that there are a number of programs that have been implemented to address the problems identified in the first year. One of the things the state did in formulating this evaluation was to ask for this information quickly so that something could be done to address shortcomings. There are about ten programs aimed at improving the qualifications and the availability of teachers, ranging from housing bonuses to extra pay for working in high needs schools. There is less being done to address the facilities question. The only facility measure that he is aware of is the large statewide bond issue.

Ms. Alston asked that in the schools where the funding was not enough that they had to go into the budgets of the extracurricular areas such as music, art, and computers and take some of those classrooms away. How much have those subjects been affected? Mr. Stecher said that he did not know, because they did not ask nor did they audit any budgets.

Senator Bennett excused himself and indicated that he feels this is a program that Arizona should seriously look at.

Ms. Yee explained that the charge of the committee was pursuant to Laws 2000, Chapter 76 which established this committee to: 1) recommend teacher training programs designed to maximize pupil achievement in schools currently undergoing class-size reduction in K-3 classes to recommend possible legislative changes for schools that have implemented class-size reduction in K-3 relating to classroom space issues; 2) examine and analyze other issues to promote K-3 class-size reduction; 3) examine the costs associated with implementing a class-size reduction program statewide; 4) submit the committee's recommendation to the Governor, Legislature, or Secretary of State, and the Department of Library, Archives, and Public Records by September 15, 2000-2001. September 15, 2000 has been missed at this point and staff will recommend that the chairman or other members of the Legislature make technical changes to the legislation in the 2001 session to perhaps make it a December 15 annual deadline. In the meantime, staff recommends the committee proceed as quickly as possible and staff will develop a report by year-end 2000. Senator Huppenthal said that he anticipates making that change.

Mr. John Wright, Vice President, Arizona Education Association (AEA), stated that the information presented today is heartening news. He said that he has testified on the subject of class-size reduction in previous meetings with factual information based on the STAR report. A number of the members and leaders of AEA have discussed their work in the classroom and what a difference the reduction of class size can make. He indicated that he has taught as few as 15 and as many as 35. The difference is more than striking. Having known what can be offered to a student in a class of 15, it is not only frustrating but it seems like a disservice to the student to have large classes. He

said that he looks forward to the discussions as this committee proceeds and reviews measures to find a workable implementation of a class-size reduction program in Arizona.

He said that he would also add some additional perspective and speak to the committee as a member of the School Facilities Board since facilities are such an issue in this program. Arizona does have something that California or Tennessee did not have in place. Arizona has a mechanism by which the state can take responsibility for providing facilities to schools to meet the needs that the state has determined the schools should have available to them. It is a unique feature which could be taken advantage of in some very important ways when proceeding with legislation and other measures to reduce class size. He said that the legislation surrounding Students FIRST would be an integral part of the class-size reduction program. There are some schools that are very creative, such as Marana, in the use of B Bonds to build additional classroom space and use of both Arizona trigger money and federal class-size reduction money to reduce their class size in elementary grades. Although he does not speak for the School Facilities Board, as a board member, he feels it would be a welcomed challenge to build facilities needed for student growth, maintaining those facilities in existence, and improving those that are substandard. Add to that the charge of providing the space necessary to reduce class size, particularly in the primary grades. It would be a welcomed charge and one that could benefit the state.

Senator Huppenthal explained that in the next meeting they will schedule testimony from the Department of Education and school districts that have undertaken their own efforts to reduce class size. He said he would also like to have a smaller group from the committee meet before the next meeting to sit down and design the legislation for the committee to review. Besides himself, he appointed to that committee Senator Aguirre, Robin Hiller, and Representative Pickens.

Ms. Catalano stated that in 1969 the Legislature enacted a piece of legislation called Career Education which was a ten-year sunset bill. It had a positive impact in giving the schools a two-year budget which has been phenomenal in terms of planning and long-term ability. She indicated that she can still see pieces of that legislation in schools. She said that her plea is that the group who reviews the legislation looks at something that neither California nor Tennessee did and that this is not risking something to go ahead and move. In fact, if they do not move, they will be behind. Class-size reduction in the primary grades is an important issue that the teachers can say that they are committed for ten years. To try to do something in one year she feels is a waste of time. However, give it five or ten years that the teachers can count on and make them accountable to make it happen and these are the types of results that they can anticipate.

Representative Gray said that she had been listening in her office to the presentation and heard Mr. Stecher say that there were no curriculum changes. However, as she worked on her phonics legislation, she noted that California had mandated phonics. Mr. Stecher explained that what he meant was that the content between large and small

was the same. He said he did not mean statewide there had not been any statewide changes in curriculum. Those were occurring at the same time as the class-size reduction was. When they compared the average large and small third grade classes, the content covered was the same.

Representative Gray remarked that she had spoken with a teacher in the Peoria District where there are smaller first, second, and third grade classes, but her fifth grade class had 36 students. She said that part of her concern is if they lower K-3 classes as a mandate, what will happen to the other grades. Did that happen in California? Senator Huppenthal stated that they had a discussion on that issue and the research showed that there was an increase of one student per classroom at the fourth grade level.

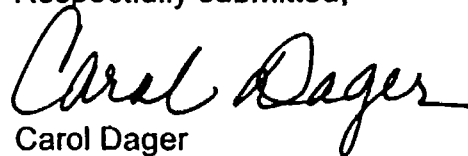
Dr. Delecki asked if someone from the School Facilities Board will be providing a presentation at the next meeting. Senator Huppenthal responded yes. Dr. Delecki indicated that if they use portables, they will be punished in funding, which may be a glitch. He said that he would be interested to know what the facilities board could provide.

Representative Pickens said that she feels there is something else they should look at as far as the curriculum. If class-size reduction is really going to work, the method teachers use to implement the curriculum has to be different than what it would be in a regular classroom. Is there anyone who can tell us about any pilot projects or different implementation curriculum that have gone on in small classes, in any of the states?

Senator Huppenthal said that if the same style and mechanics used for 30 students are used for 15, the same results would occur.

There being no further business, the meeting was adjourned at 2:35 p.m.

Respectfully submitted,



Carol Dager
Committee Secretary

(Tapes and attachments on file in the Secretary of the Senate's Office/Resource Center, Room 113.)

K-3 Classroom Size Reduction Planning

Attachment 1

**ATTACHMENT
D**

ARIZONA STATE LEGISLATURE

INTERIM MEETING NOTICE OPEN TO THE PUBLIC

K-3 Classroom Size Reduction Planning Committee

DATE: Monday, November 27, 2000

→ **TIME:** 9:00 A.M.

PLACE: Senate Hearing Room 109

AGENDA

- I. Call to Order
- II. Opening Remarks
- III. Update from the Subcommittee
- IV. Presentation: *Facilities Issues and Class Size Reduction Implementation*
Dr. Philip Geiger, Executive Director, School Facilities Board
- V. Presentation: *Overview of an Arizona Class Size Reduction Experiment*
Wade McLean, Ed.D., Superintendent, Marana Unified School District
- VI. Presentation: *Arizona's Part in the Federal Class Size Reduction Program*
Jay Kaprosy, Legislative Liaison, Arizona Department of Education
Brian Jones, Federal Programs Unit, Arizona Department of Education
- VII. Discussion and Consideration of Recommendations
- VIII. Public Testimony
- IX. Adjourn

MEMBERS:

Senator John Huppenthal, Cochair
Senator Linda Aguirre
Senator Ken Bennett
Delia Alston
Ruth Catalano
Dr. Walter Delecki
Dr. Sandra Stone

Representative Dean Cooley, Cochair
Representative Jake Flake
Representative Marion Pickens
Susan Campbell
Cheryl Cummar
Robin Hiller

**ATTACHMENT
E**

ARIZONA STATE LEGISLATURE
Forty-fourth Legislature – Second Regular Session

K-3 CLASSROOM SIZE REDUCTION PLANNING COMMITTEE

Minutes of Meeting
Monday, November 27, 2000
Senate Hearing Room 109 – 9:00 a.m.

(Tape 1, Side A)

Senator Huppenthal called the meeting to order at 9:05 a.m. and the secretary noted the attendance.

Members Present

Senator Huppenthal, Cochairman
Senator Aguirre
Delia Alston
Susan Campbell
Dr. Walter Delecki
Dr. Sandra Stone

Representative Cooley, Cochairman
Representative Flake
Representative Pickens
Cheryl Cummand
Robin Hiller

Members Absent

Senator Bennett

Ruth Catalano

Speakers

Wade McLean, Ed.D., Superintendent, Marana Unified School District (MUSD)
Philip E. Geiger, Executive Director, Arizona School Facilities Board (ASFB)
Jay Kaprosy, Legislative Liaison, Arizona Department of Education (ADOE)
Brian Jones, Federal Programs Unit, Arizona Department of Education (ADOE)
Steve Schimpp, Senior Fiscal Analyst, Joint Legislative Budget Committee (JLBC)
Michael Gordy, President, Tucson Education Association
Kim Yee, Senate Analyst

Guest list (Attachment 1)

Overview of an Arizona Class Size Reduction Experiment

Wade McLean, Ed.D., Superintendent, Marana Unified School District (MUSD), stated that a couple of years ago MUSD made an effort at reducing class size. In describing their efforts, Mr. McLean made the following points:

- The district adds a new school approximately every two to three years.

- After salary increases, the number two concern of the majority of teachers was classroom sizes.
- A committee of stakeholders, including teachers, administrators, parents, support staff, and others, was brought together to engage this issue and the consensus they arrived at was "where can the district get the funding to reduce class size and where exactly would the district target the funds?"
- Federal funding did become available and a decision was reached to target kindergarten through 3rd grade (K-3). Additionally, there was research to suggest that targeting K-3 would yield the most significant results.
- These classes were limited to 20 students, down from 28 and 32 students in previous years.
- Adult and grandparent volunteers contributed greatly to the success of the program. In these cases, the volunteer would attend to the entire class, allowing the teacher to give one-on-one attention to students as needed. This has resulted in fewer special education referrals. Furthermore, the teachers feel more responsible for the total educational program of the child and it frees up the school psychologist.
- Students have passed their competency exams more quickly under the program; however, the cause-and-effect relationship can not necessarily be proven.
- The main, unfortunate repercussion of the program is the lack of school space.

In response to questions posed by the committee, Mr. McLean added:

- The trade off of increased testing is a reduction in instruction time. It is not clear if the Stanford 9 is the appropriate instrument to test K-3.
- An Arizona Instrument for Measuring Standards (AIMS) test designed for K-3 might be more appropriate. Then the district superintendent would have to address how such a test would be funded.
- There does appear to be a lack of test scores and data for K-3. Any test that is used must yield measurable and meaningful results and not just indicate that "everything feels good."

Ms. Pickens commented that teacher assessments or evaluations might be considered. She indicated that it would be unfortunate if students were unfairly classified or impacted by an evaluation that could not be considered accurate or reliable. Ms. Pickens asked if MUSD would be relying on Proposition 301 monies to sustain their program in class size reduction. Mr. McLean indicated that there may not be adequate funds to support the full program but they are committed to continuing the program to the extent that they are able.

In response to additional questions posed by the committee, Mr. McLean added:

- The current formula from the School Facilities Board (SFB) is problematic and will likely not support MUSD's class size reduction program.
- The margin of MUSD B-bonds is 68%.

Cochairman Huppenthal commented that the student turnover/transfer rate could effect the perceived effectiveness of a school. He explained that a school might make significant strides with their students; however, when new and perhaps lower achieving students arrive, they're performance will be factored in and possibly lower the school's performance record. Under this

scenario, he suggested, a high-performance school may appear to be underperforming. Mr. McLean indicated that he has been in communication with David Garcia, Director, Research and Policy, Department of Education, to address that issue; specifically, to track students who have been in the district over time.

In response to additional questions posed by the committee, Mr. McLean added:

- The classroom volunteers are from a relatively new Del Webb community. They have adopted the most rural schools in MUSD. There has also been a good response of parent volunteers.
- An important component is the receptivity of the teachers, who are required to prepare a volunteer and put them through the training.
- There does tend to be a change in teaching methodologies when a teacher has an assistant, e.g., less class time is squandered on keeping students from talking too much.
- Teachers are not allowed to leave when they have a classroom volunteer.
- An optimum class size would be 15-20 for kindergarten, 22-25 for 2nd through 4th grade, and 26-27 for 6th through 8th grade.

Cochairman Cooley indicated that he had a 1998 study in which class sizes averaging 23 students did not demonstrate an increase in reading and other assessments. He suggested that teachers do not have the same disciplinary options they had 30 years ago and that this is the factor that has made class size and class control an issue. Mr. McLean asserted that students can be and are expelled for disruptive behavior; however, he acknowledged that students have rights today that they did not have in the 1960s. Additionally, Mr. McLean explained, there are a number of students with special mental and emotional needs that, in the past, were segregated but now are being mainstreamed. He noted that, without the proper aide or teacher support, such students can monopolize a teacher's time to the detriment of the rest of the class and its instruction time.

Facilities Issues and Class Size Reduction Implementation

Philip E. Geiger, Executive Director, Arizona School Facilities Board (ASFB), delivered a power point presentation (Attachment 2) to the Members.

Cochairman Huppenthal commented that the issue of school size, as opposed to class size, has never hit "critical mass" and yet, he stated, it is a big issue. He referred to a Carnegie study that suggested the optimal size for schools is 250 students and he asked Mr. Geiger if the SFB could support, to any degree, the concept of smaller schools. Mr. Geiger explained that smaller schools can not supply the amenities that are associated with and expected from larger schools, such as football fields and auditoriums. Senator Huppenthal stated his understanding that the linear formula encourages districts to build larger schools and that the formula would have to be redesigned to disincentivize districts from this financial strategy. Mr. Geiger agreed that would be an effective approach, yet added that not all districts have the same capacity to raise B bonds to cover the additional amenities. Senator Huppenthal stated his understanding that an effective approach would be to establish a nonlinear formula and then to not fund schools 100% but rather a split of funding for noninstructional space.

Dr. Delecki commented on the explosive growth of students and cited that Arizona is the fourth fastest growing state in the nation with 7,000 new children since 1998. He added that Gilbert went from 900 students in 1987 to 3,400 students in 1992 and, as such, is experiencing the brunt of the rapid growth. He added that this is the case with many rural and medium-size districts. He further added that this region has more children per home than any other in Arizona. Mr. Geiger stated that the SFB has been approving schools rapidly and that a billion dollars in new schools are under construction. He suggested that any remedy above and beyond this might need to be addressed legislatively.

Ms. Campbell suggested that shuffling young children from classroom to classroom might not be in their best interest and she wondered allowed if it might not be better to return to the "home room classroom" where students leave only for special classes such as art and music. Mr. Geiger stated that research and his own personal experience suggest that young children have no problem moving from one class room to another. In fact, he added, sometimes they performed better than college students.

Chairman Huppenthal shared an observation he made in which the classroom aide was subtly, though perhaps unconsciously, creating a power struggle with the classroom teacher. He suggested that, in this case, it might have been less draining for the teacher to work without the aide. Mr. Geiger referred to Tennessee STAR study, which affirmed the potential burden an aide can be to a teacher, especially in K-3 education. He added that the study also pointed out that the worst students in a classroom are assigned to the poorest trained person, the aide, while the teacher continues to instruct the class. The study suggests that, in this case, the aide could lead the class while the trained instructor attends to the challenged student(s).

In response to a question posed by the committee, Mr. Geiger explained how three teachers, working collaboratively, could create small-classroom results for 60 students without the need for additional space. He added that California purchased a multitude of portables to solve the space problem but that it was not an effective long-term solution. Mr. Geiger encouraged the Members to think of options that are not space related.

Arizona's Part in the Federal Class Size Reduction Program

Jay Kaprosy, Legislative Liaison, Arizona Department of Education (ADOE), introduced Brian Jones.

Brian Jones, Federal Programs Unit, Arizona Department of Education (ADOE), presented a prepared statement (Attachment 3). In response to questions posed by the committee, Mr. Jones added:

- Class size reduction funds could be applied to hiring more teachers.
- Some improvements in class size reduction and student achievement have been observed; however, the program is only in its second year, so a clear cause-and-effect relationship cannot be ascertained.

- The federal regulations do not dictate that funding must go to the hiring of new teachers in specific grades or for specific subjects (e.g., special education, art, or music). The funding is intended to supplement and not supplant.
- Under the program, 627 new teachers were hired in 1999.
- Even though some Arizona school districts may not want or be able to use the funding, more often than not, the funding is applied for, because it can be passed through the district and retained.
- Funds are allocated based on the number of students living at the poverty level.
- There is not enough data to determine if schools used the funds to supplant rather than supplement (e.g., increasing teacher in lieu of decreasing class size).
- Funding can now be used to hire additional kindergarten teachers, however, that was not allowed under the original intent of the law.
- Efforts have been made to determine what the "magic number" for class size is and the federal law has determined it to be 18.
- Once a determination has been made that reduced class sizes do make the difference and that other factors do not then attention will be directed to how much it will cost to reduce all class sizes.
- After two year's worth of information and data, the program should be able to answer the critical questions of what effects on academics were achieved via class size reduction.
- It is uncertain if a transferring teacher would be considered a "new" teacher under the provisions of the program.
- Once the data has been collected, a determination can be made as to how many new teachers were hired and to what degree class size was reduced. However, it is uncertain if a determination can be made regarding academic improvement.

Steve Schimpp, Senior Fiscal Analyst, Joint Legislative Budget Committee (JLBC), distributed and presented a handout to the committee (Attachment 4). In addition to questions posed by the committee, Mr. Schimpp added:

- Individual schools report their teacher-pupil ratio.
- Going into the federal program, Arizona schools averaged 23.5 students per teacher. By the end of the second year of the program, it is estimated that K-3 class sizes will be down to approximately 21.5 students per teacher.
- A new teacher costs approximately \$30,000 plus salary and benefits. In other words, approximately 466 kids to warrant a teacher.
- Although some school districts are able to share a teacher, this is not possible in rural districts where schools can be separated by as much as 100 miles or more.

Ms. Pickens suggested that the allocation to schools might need to be more than \$75 dollars per pupil if the intent is to assist the smaller schools. Cochairman Huppenthal asked Mr. Schimpp if he could draft a model for the program and he speculated that it would cost less than \$3 million, and perhaps as little as \$1 million, to establish the formula and "get the concept in place."

Mr. Hiller suggested that Dr. Delecki and others in the field explain how their districts would use the federal funds effectively and if there was something the state could do to assist them. Dr. Delecki explained that, historically, 90% of the salaries had been decided before

administrators did meet and confer with the teachers. In addition to maintaining competitive teacher salaries, the administration must also balance supplies and utilities, which shifts the burden to the local taxpayers.

Cochairman Huppenthal encouraged the committee to resolve itself into a set of recommendations in class size reduction so that proposed legislation may be introduced. Ms. Pickens added that finding additional funding sources would be an important component and she suggested that incentives might achieve the goal sooner.

Cochairman Cooley commented that he was still unclear what the problems are and noted that the data he has seen suggests that class size reductions yielded evidence of long-term value. Senator Aguirre stated that she had taught for many years in crowded classrooms. During one year, she experienced a reduction in her class size and asserted that the lower student-to-teacher ratio provided her an opportunity to give more attention to her students. She shared that one of her former students from a crowded classroom is now serving time in prison and she opined that he might not be there today if she had been able to give him the attention that he needed but that she was unable to give. Senator Aguirre suggested that the committee is on the right track and that there has to be a starting point to which improvements can be made over time. Mr. Cooley noted that his eight children went to public school and that he has 39 grandchildren in public school. He asserted that he wants the best education possible and that 40 is too many students in a classroom. He stressed that it is important to examine the point at which the cost to further reduce class size is no longer justifiable.

Mr. Kaprosy pointed out that the aim is to have the greatest academic impact for the monies that are spent. He noted that the data suggested that class sizes would have to be reduced to as few as 15 or 17 students to see any kind of statistical improvement. Mr. Kaprosy added that the teacher is another important factor. Mr. Kaprosy further noted that in some cases a teacher with much larger class sizes achieves a significant academic impact where other teachers with smaller classes do not.

Mr. Cooley stated that the academic achievement of individual students is the important point. He added that if it could be proven that class size reduction reduced the dropout rate and improved academic achievement than the expenditures could be justified.

Ms. Pickens moved that the committee begin to draft legislation based on the concepts that have been discussed; specifically, looking at the targeted class size reduction program being used as an incentive and as criteria. The motion passed.

Michael Gordy, President, Tucson Education Association, pointed out that testing time is not instruction time and asserted that overtesting is shortchanging students of classroom instruction time. He added that it is beneficial to have an aide in the classroom; however, to achieve the greatest results, it is critical to have the teacher and aide work as a team and undergo training together. He further asserted that eliminating the parent volunteer center would be counterproductive and cited that a factor for improving test scores is parental involvement. Mr. Gordy commended the committee on its efforts and the on direction it is moving.

Kim Yee, Senate Analyst, stated that she would draft legislation, incorporating concepts and models presented by JLBC and others. Recommendations from the previous meeting were distributed to the Members (Attachment 5).

Without objection, the meeting adjourned at 11:25 a.m.

A handwritten signature in black ink, appearing to read 'Seth Goodman', written over a horizontal line.

Seth Goodman, Committee Secretary

(Original minutes, attachments, and tapes are on file in the Office of the Chief Clerk.)

sg
5/21/01

Estimated K-3 ADM Counts for FY 2002 (75%+ free or reduced lunch eligible only)
 JLBC Staff
 11/27/00

School District or Charter School	Estimated K-3 ADM	% Free or Reduced Lunch Eligible
Academy of Excellence Charter	100	96%
Acclaim Charter	147	84%
Aguila EI	75	97%
Alhambra EI	6,651	83%
Altar Valley EI	333	79%
Arlington EI	100	78%
Ash Creek EI	14	78%
Ash Fork Joint Unified	68	81%
Balsz EI	1,425	86%
Bicentennial Union HSD	0	77%
Cedar Unified	201	95%
Charter Foundation Charter	147	78%
Chinle Unified	1,287	79%
Chloride EI	83	88%
Coolidge Unified	793	85%
Creighton EI	3,655	85%
Eloy EI	555	88%
Fowler EI	737	82%
Gadsen EI	1,227	97%
Ganado Unified	512	76%
Hackberry	16	80%
Hopi	0	77%
Hyder EI	79	93%
Indian Oasis Unified	392	91%
Kayenta Unified	638	79%
Littlefield EI	98	81%
Littleton EI	597	82%
Mammoth-San Manuel Unified	437	76%
Maricopa County Reg.	277	99%
Mary C. O'Brien Acc.	50	77%
McNary EI	62	94%
Mexicayotl Charter	39	83%
Mobile EI	6	100%
Murphy EI	1,178	89%
Osborn EI	1,823	77%

Paloma EI	35	99%
Parker Unified	574	78%
Peach Springs Unified	102	87%
Phoenix Advantage Charter	563	79%
Phoenix EI	4,222	76%
Picacho el	82	87%
Pinon Unified	363	92%
Quartzsite EI	115	88%
Red Mesa Unified	235	93%
Red Rock EI	32	78%
Riverside EI	82	97%
Roosevelt EI	5,096	86%
Sanders Unified	328	95%
Santa Cruz Valley Union HSD	714	81%
Sentinel EI	12	88%
Somerton EI	901	85%
Stanfield EI	291	95%
Tempe Union HSD	0	93%
Tertulia Charter	98	95%
Tuba City Unified	644	81%
Union EI	37	95%
Villa Oasis Charter	0	93%
Village Charter	0	100%
Wenden EI	44	78%
Whiteriver Unified	888	75%
Wilson EI	691	92%
Winslow Unified	707	75%
Yucca EI	10	76%
Total	40,670	

**ATTACHMENT
F**

ARIZONA STATE LEGISLATURE

INTERIM MEETING NOTICE OPEN TO THE PUBLIC

K-3 Classroom Size Reduction Planning Committee

DATE: Tuesday, December 12, 2000
TIME: 10:00 a.m.
PLACE: Senate Appropriations Room 109

AGENDA

1. Call to Order
2. Opening Remarks
3. Presentation and Discussion of Legislative Proposal
4. Consideration of Legislation
5. Public Testimony
6. Closing Remarks
7. Adjourn

MEMBERS:

Senator John Huppenthal, Cochair
Senator Linda Aguirre
Senator Ken Bennett
Delia Alston
Ruth Catalano
Dr. Walter Delecki
Dr. Sandra Stone

Representative Dean Cooley, Cochair
Representative Jake Flake
Representative Marion Pickens
Susan Campbell
Cheryl Cummar
Robin Hiller

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the Senate Secretary's Office: (602)542-4231 (voice). Requests should be made as early as possible to allow time to arrange the accommodation.

KY/cd 12/01/00

**ATTACHMENT
G**

ARIZONA STATE LEGISLATURE

K-3 CLASSROOM SIZE REDUCTION PLANNING COMMITTEE

Minutes of the Meeting

Tuesday, December 12, 2000

Senate Appropriations Room 109 10:00 A.M.

Members Present:

Senator John Huppenthal, Cochair
Senator Linda Aguirre
Dr. Walter Delecki
Dr. Sandra Stone

Representative Dean Cooley, Cochair
Representative Jake Flake
Susan Campbell
Cheryl Cumnard

Members Absent:

Delia Alston
Ruth Catalano

Robin Miller

Members Present via Teleconference:

Senator Ken Bennett

Representative Marion Pickens

Staff:

Kimberly Yee, Senate Research Analyst

Tape 1, Side A

Chairman Huppenthal called the meeting to order at 10:15 a.m. and attendance was noted. For additional attendees, see Sign-in Sheet (Attachment A).

Kimberly Yee, Senate Research Analyst, stated that the Committee members were given information over the weekend regarding the bill draft and information on an issue paper that highlights some innovative approaches that other states have done regarding this issue. She distributed a handout entitled "Rough Draft, Reference Title: class size reduction" (Attachment B).

Ms. Yee explained that the bill highlights program funding and develops a phase-in program for class size reduction in grades K through three. It prioritizes the phase-in program for those high poverty districts including state general fund money generated for those students. She stated that the bill would provide \$75 per pupil in FY 2002 for those participating school districts where 75 per cent or more of the student populations are free or reduced lunch eligible.

Ms. Yee stated that the bill requires that the school districts apply for monies through the Department of Education (ADE) which will insure the following eligibility requirements: the districts must have a reduction program in place and they must use monies in part from Proposition 301. The bill targets funding for reducing class sizes in high poverty urban school districts even when facilities with space issues may be a

problem. Ms. Yee noted that this was proposed by the subcommittee due to concern that it might be used as a barrier for having districts eligible for funding. She explained that the bill also encourages the districts to use the Proposition 301 monies as specified in the menu item option in Proposition 301 and allows districts adequate time to prepare for the expansion of class size reduction programs. The bill requires ADE to publish an annual report regarding the annual academic gains for those students participating in such class room size reduction programs, which is submitted to the chairmen of the Education Committees and all of the other entities that are specified in the bill. With respect to teachers, the bill ensures that high quality teaching standards remain in place and requires participating school districts to continue using team teaching approaches. Additionally, the bill requires that the teacher salaries in the urban and high poverty districts remain competitive so that these teachers may not be pulled to other communities with higher salary levels. Ms. Yee noted that the bill addresses working with the University system and the Board of Regents to ensure that schools of education address issues of future training of small class sizes. The bill also allocates an unspecified amount to ADE for adequately preparing school districts participating in class size reductions and specifically using those monies to assist districts to adequately train their teachers for maximizing the effectiveness of small class sizes relating to delivering strategies and teaching methods. She stated that the bill discourages participating districts from cutting programs such as music or art. Ms. Yee noted the reporting date for this Committee on class size reduction planning is moved to December 15 of each year rather than the September date which allows staff and the Committee more time to meet during the interim period to prepare the annual report.

Representative Cooley asked for an explanation of the relationship between Proposition 301 to the bill. Ms. Yee stated the bill specifies a couple of issues that need to be in place before a district is eligible for the funding for class size reduction from ADE. One of those issues is that the district must already have in place money used from Proposition 301 before becoming eligible for a grant from ADE.

Senator Huppenthal further explained that in Proposition 301 there are monies that can be used for a variety of things and the bill only has a modest appropriation, therefore this money cannot be used unless the districts are utilizing Proposition 301 funds as well as class size reduction.

Representative Cooley asked what is the formula by which the grants are given. Ms. Yee stated that the bill does not address this issue and commented that the Committee may choose to specify a particular percentage of how much should be used from the monies available that the district would be receiving from Proposition 301, which would be applied towards class size reduction.

Representative Pickens remarked that she has the same concern as Representative Cooley and would like the Committee to create some type of percentage.

Representative Cooley stated that he was not clear on what point a school district needs to submit a class size reduction plan. Ms. Yee, referring to Attachment B, page

one, paragraph A, line seven, explained the language in the bill "participating school districts" allows for flexibility for those school districts that would like to participate in class size reduction. She commented that the bill does not address specific due dates for submitting their plans and remarked that either a date could be added or it could be addressed by giving ADE jurisdiction, the Department would have discretion to determine the due dates.

Senator Huppenthal stated that if this legislation were to be submitted this upcoming session, the logical time would be something before the next school year begins which would be between August or September timeframe.

Representative Cooley asked if ADE has a formula or criteria regarding how large a class can be before qualifying for a grant. Ms. Yee stated that the bill does not address how many students a district should have for an average to be considered, only that the participating schools must have 75 percent utilization of free or reduced lunch program to apply for grants.

Representative Cooley remarked that ADE would have the discretion to pick the school districts that are the most needy. Ms. Yee stated that was correct.

Senator Huppenthal stated that ideally, the target formula would allow for all participants who applied for a grant to be able to receive some money. He stated the problem that he has with application processes, is that an applicant must first prove they have high class sizes to receive funds. He opined that schools that have already accomplished reducing the sizes of their classes should not be penalized and unable to qualify for eligibility.

Steve Schimpp, Joint Legislative Budget Committee Analyst, distributed a handout entitled "Estimated Cost of Proposed Class Size Reduction Program (FY 2002)" dated 12/12/00 (Attachment C) and gave an overview of the document.

Mr. Schimpp commented that at the last meeting, it was reported that students from school districts and charter schools which have 75 percent or more of their students qualify for free or reduced priced lunches was approximately 40,670. He commented that Attachment C demonstrates the cost of the program with variable costs per student and participation rates.

In response to Senator Bennett, Mr. Schimpp stated that 15 percent of all students in the State come from schools or charters that have 75 percent or more eligible for free or reduced lunches. He stated there are approximately 260,000 K3 students total. Referring to a handout distributed at the last meeting (Attachment D), Mr. Schimpp stated that approximately 1/3 of the school districts and charter schools would be eligible for the program.

Senator Bennett asked if the words "school districts" in the proposed legislation included charter schools. Senator Huppenthal stated that was correct.

Representative Flake asked why only low-income areas are being targeted with the legislation for this program. Senator Huppenthal stated that in previous testimony from Mr. Striker from RAND Corporation stated that low-income, low resource areas were struggling the most with class sizes. Senator Huppenthal opined that it is one of the Legislature's primary obligations to take care of those with the least resources and who are most vulnerable to the economic conditions in their area. He stated there is an argument to be made with regard to the targeting mechanism with the proposed legislation. He commented that in reviewing the draft bill, in addition to the free and reduced lunch counts, the targeting mechanism should include the local expenditure level. He stated that some of the school districts that are serving free and reduced lunch populations are quite wealthy school districts with very high expenditure levels. Senator Huppenthal noted that the Committee might need to look at this aspect of the draft bill.

Representative Pickens noted that many of the federal teachers that are used for class size reduction have come into the school districts based on a priority of free and reduced lunch programs. She stated that it is still unknown how well the program has been. She opined that using free and reduced lunch as criteria should be a priority, but not necessarily the only priority.

Senator Huppenthal stated that from the California testimony, the Committee knows that as the way that formula worked, it produced a dramatic reduction in class size at the K-3 level and it has produced a gradual and discernable reduction in the ninth grade level. He commented that the California program has not as yet done a statistical impact on academic performance, but the program is popular. He stated because of the nature of the school districts' ability to supplant, the federal program appears to have had no effect on class size within those school districts. He stated it appears that the way the federal funding formula appears to be ineffective and the way the California funding formula appears to be very effective, but had some detrimental side effects in terms of other programs such as music, physical education, band, etc. Senator Huppenthal opined that the Committee now has descriptions of the nature of these programs and has realistic expectations for them.

Senator Huppenthal stated that the one thing the Committee has not discussed is a realistic budget amount. Referring to Attachment C, he commented that the \$3 million amount is the most that a bill could yield this year. He stated that a targeting mechanism is needed.

Representative Pickens stated that she was not aware that the federal program supplanted, rather than supplemented and in some school districts has actually decreased the class size in K-12 based on the use of one or two teachers. She opined that the Committee needs to decide on how to target an appropriation.

Senator Aguirre commented that part of the programs with the federal programs is that facilities were needed before any money was granted. She opined that this legislation is not limited to only low income or reduced lunch program participating school districts,

but to protect that those districts would be able to receive the monies. She noted that in the California program, the school districts that most needed the money were cut out of the formula. She stated that she would be comfortable with creating a second tier as long as the original schools targeted would be the priority.

Senator Huppenthal commented that $\frac{1}{2}$ to $\frac{3}{4}$ population targeted and the remaining $\frac{1}{4}$ of the funds would be allocated for more general participation will make the program paper-thin. He commented that he has some ideas for the targeting mechanism where a lot of leverage could be used. He stated that more work on this issue could be done after the meeting.

In response to Representative Cooley, Mr. Schimpp stated that there are 54 school districts and 9 charter schools that are estimated to have 75 percent or more students who are eligible for the lunch program. He stated this includes several large school districts such as Alhambra, Balsz, Chinle Unified, Creighton, Kayenta, Murphy and Osborn districts, which are not as large as Mesa, but none-the-less, are not small.

Representative Cooley asked if the intent of the draft bill was to include all the students in a qualified school district and not only the 75 percent of students on the lunch program. Mr. Schimpp stated that is correct. He stated, for example, Alhambra has 6,051 students as a total and it is possible that 5,500 students are eligible for the lunch program. All of the 6,051 students would be calculated in the formula of \$75/student because the district as a whole meets the threshold of 75 percent or more students eligible for the lunch program.

Representative Cooley asked if it was Senator Huppenthal's intent to include all the students in a qualified school district. He commented that he could not find the intent in the proposed legislation.

Senator Huppenthal commented that it should be the Committee's intent and not his own that should be discussed. He stated that he tried to provide some guidance on how the legislation was developed with the assistance of staff based on the input from the Committee. He opined that there is a need for a targeting mechanism because if the money is spread broadly, it will have very little impact. He opined that the legislation should be targeted at those school districts with a defined need, not of their current class size but rather in terms of the populations that are served or in terms of the local resources the districts have to address their education needs. He noted that the proposed legislation defines, with this formula, the population served which would include all of the students. He noted that this is one method of targeting the funds. As he mentioned earlier, he has thought about taking into account local spending resources and creating a different targeting mechanism.

Senator Aguirre stated that in a district with 12 schools with ten in need of assistance in class reduction, it would be the ten schools that would want to participate, where the money would go. She noted that only those schools participating would receive funds

through the formula with the criteria of 75 percent of the school population being in the lunch program.

Representative Cooley stated that he wants clarity in the legislation so it does not become ambiguous. He noted the language in the legislation is with regard to districts not individual schools.

Senator Aguirre stated that one of the criteria is that the school must have a reduction plan in place, which would also identify the schools.

Representative Cooley asked if that is a district requirement or an individual school requirement.

Senator Huppenthal commented that the targeting formula would be worked on further.

Representative Cooley stated that a difference between California and Arizona is that the State has a Students First program in place, which builds facilities. He stated that facilities should not be a problem if the legislation defines the amount of classrooms the State needs for K-3. He stated that if that definition is not correct, then possibly the Students First program needs to be reviewed and redefined.

Representative Flake stated that the State has done so much equalization of spending with averaging poor districts with State maintenance and operating (M & O) funding, the Students First program and now possibly even with Proposition 301. He asked why this legislation is needed and targeted for lower income areas. He asked if these other programs have accomplished what they were intended to do which was to bring all the schools up to a standard statewide. He noted if that was the case, then this legislation would only have to address the problem of class size reduction statewide.

Senator Aguirre stated that the State is moving towards that goal, but it has not reached it as yet. She noted that Students First has only been in place for a few years and as the State moves towards accomplishing that goal, she opined the equalization issue will correct itself. She stated that the State still has districts with better facilities than the poorer districts and this situation has existed for a long period of time. She opined that it would take some time to bring the poor schools up to a standard level. Senator Aguirre stated that the emphasis with this legislation is for any school districts most in need to be left out, like was done in California. She opined that lower class room sizes in a minority or at risk population is a good target area. She remarked that it was not the intent of the legislation to exclusively give this money to lower income districts but rather to supplement those districts with funds to give them a foothold to reduce the class room sizes in their schools.

Representative Pickens stated that financial equalization is not the only goal with this legislation, but also academic equalization as well. She stated that statistics demonstrate that students in school in lower economic areas are having a tougher time and the students need more individual help and support.

Dr. Walter Delecki opined that classroom reduction is sound educationally. He cautioned that the chains of poverty will be hard to break. He commented that in Europe, class determines a person's education and in our society, an individual's education determines their class.

Dr. Delecki remarked that with Students First, it is much easier to build schools than it is to go to the old schools and bring them up to standards. He stated that more new schools would benefit his community rather than renovating the existing schools. He noted that Arizona is a rural state and many of these communities are rural. He stated that the State is going to have to look at attracting competent teachers to move to rural areas. He stated that he would like to see some accountability in teachers rather than instructional assistance. He remarked that millions of dollars go to poverty areas through a variety of programs while the academics do not change.

Dr. Delecki opined that the legislation needs to be structured to reflect the teacher/student ratios with structured mentoring programs and staff development. Additionally, he stated that the districts should be allowed to choose from three or four models than from any number of approaches. He opined that there is a relationship between poverty and older buildings that will also need to be addressed.

Representative Cooley asked Dr. Delecki if the Students First and the K-3 classroom definitions that exist today can contribute towards classroom size reduction. Dr. Delecki stated that to get to the ideal classroom size, it is necessary to define all the extra curriculars etc. He stated that he could not answer the question.

Representative Flake, referring to Attachment D, commented that approximately 1/3 of the schools listed are Reservation schools.

Representative Cooley stated that he would like to see that clear definitive and audited activities are included in the legislation to avoid having misrepresentation by school districts that wish to participate in this program.

Jake Depalsy, ADE, stated that there are very strict federal definitions for participants in the school lunch program, which is why the free and reduced lunch eligibility has been used for criteria for most every program.

Representative Cooley asked for clarification on the following: Attachment B, page one, Sections C and D; the two funds being established, and page 3, an undefined appropriation allocated to an unnamed fund. Ms. Yee stated the two funds listed on page one, Sections C and D are connected to Section 3 with respect to the appropriation. The monies for each of those funds would come from the State General Fund. She stated section C defines the \$75/student in participating districts and section D indicates the number of teachers being requested to implement the proposed plan the district would submit.

In response to Representative Cooley, Ms. Yee noted two appropriations can be placed within the bill draft and that it is at the discretion of the Committee to specify the amounts for each section.

Representative Cooley noted that the bill draft is for a one-budget year, yet the next legislative session will be dealing with a biannual budget. He commented that this needs to be addressed. Ms. Yee stated that could be done. She opined that FY 2000 was used because this Committee meets on an annual basis and the language will allow the Committee to reassess the program and its implementation in the first year and make any changes for FY 2001.

Senator Huppenthal stated that the draft needs to be changed for a biannual appropriation due the Legislature having a biannual budget process.

In addition to being an interesting policy exercise, Senator Huppenthal suggested that a targeting based on M and O spending/student should be compared with the target lunch program participation. He noted that some of the districts serving the low wealth populations are very wealthy and he opined that it does not make sense to target those districts for incremental funding when they have the resources to execute a classroom size reduction plan.

Representative Pickens expressed concern that the teacher fund appears to be different from the class size reduction fund if the money is to be used for teachers that have already been hired to reduce class size. Another concern she has is the language concerning teacher salaries and stated she would like the language removed. Representative Pickens stated that this is a local issue unless a statewide teacher salary schedule is created. She stated that she understands why teachers would like to have smaller class sizes, but salaries are an incentive for teachers to apply for those positions. She stated that she would like to see how the teacher fund is being appropriated and targeted specifically for the training of teachers.

In response to Senator Bennett, Senator Aguirre stated that the intent was not to tell the school districts how much of the Proposition 301 money they had to use, but rather leave that as a local control issue. She stated that the intent was also to allow the districts to design a funding leverage based on their needs.

Senator Bennett stated that usually when leveraging one fund of money with another a relationship is created that delineates that it is a match of one dollar to one dollar.

Representative Pickens stated that she would like seeing a leverage inserted in the bill draft.

Senator Aguirre stated that she was not opposed to adding a leverage to the bill.

Senator Bennett stated that he wanted to try to see what type of over-all impact this bill can achieve. He noted that if the \$75 per student were to be matched out of the district's classroom site fund, it would equal \$150 per student. He stated that in a school with 26 students per class in K3 in four classes, with match of funds equaling

\$150 per student, \$45,000 would be generated. He stated that this amount of money would allow for the hiring of at least one teacher and would reduce the class size from 26 students per class to 24. He stated that if the expectation were for more than just a one or two student per class reduction in an average, a higher leverage would have to be considered.

Senator Huppenthal opined that the Committee would be able to create a formula that will give a good leverage without burdening ADE in the management or operation of schools or a heavy, intensive application process.

Senator Bennett noted that he had to leave the meeting. He expressed his desire to see the more work done on the bill to answer all the questions that the members have.

Senator Huppenthal agreed that more work needs to be done on the bill.

In response to Representative Cooley, Ms. Yee stated that the accountability measure for the bill was explained in section E with respect to the annual report that ADE would be compiling to look at the academic gains of the participating districts, probably based on standardized tests and other formats that the Department uses in its research division.

Representative Cooley stated that the focus of the bill is on academic gain rather than a reduction of class size.

Ms. Yee stated that is correct and noted that the annual report would indicate the average number of students in each class.

Representative Cooley stated if results indicate that class size reduction was down by one student and achievement is up, then the merit of this program could be demonstrated and the program could continue. He stated that the legislation should tie this program to Proposition 301 or federal funds to eliminate having several similar programs trying to accomplish the same goals.

Senator Huppenthal stated the research on class size reduction, specifically the Star Report that Mr. Striker from the Rand Corporation wrote, demonstrated a three to eight standard deviation above the typical gains that children would expect, yet when applied in California, the results, statistically, were not definable. He commented that the ideal that Arizona could measure in a statistically significant format, the gains from this program are not realistic. He stated that in this kind of experience, a broad review of data has to be reviewed to encourage schools to reduce class size. He stated that reducing class size is positive for teachers, parents perceive it positively and research demonstrates academic gains if done properly. He stated that he would be very suspicious of any report that states that increased test scores were achieved from class size reduction. Senator Huppenthal stated somethings have to be done based on a broad array of information and creating an environment where test scores are the determining fact to justify an expenditure.

Representative Pickens stated that she would like to see more added to the annual report. She remarked that in addition to the date the report should be due, there should be an indication whether the students had a class size reduction plan prior to the year when the annual report was compiled. She stated that background information or statistics would be used to review any patterns that may exist.

Dr. Sandra Stone stated that more than academic results need to be reviewed. She opined that it would be worthy to consider the parents as well as the teachers with their input. She noted that for K3 there are all kinds of research available regarding the unreliability of the information gathered from standardized tests.

Representative Cooley asked Dr. Delecki to expand on his earlier remarks with regard to a narrow menu versus a more broad menu for the bill. Dr. Delecki stated that he would like to see that the bill be teacher driven or based and that there is some structure and limitations on how creative this can be. He opined that there is a history of money being spent with no results. He stated his emphasis would be bright, capable teacher – student ratio with a bottom line of academic success.

Susan Campbell remarked that she is a parent from Glendale. She stated that she believes that testing is important but she concurs with Dr. Stone, that parent feedback, teacher feedback and possibly student feedback should be taken into consideration regarding this bill. She opined that the academic benefit to the students should be the first priority regardless of the economic conditions of the student or the district.

Representative Pickens, referring to section G of the draft bill, commented that the language of "other non-traditional methods" is very vague. She opined that the use of aids in the classroom is probably not going to work. She stated that she does not want this language to indicate that. She asked for a definition of non-traditional methods.

Ms. Yee stated that this language was discussed in part, in the subcommittee meeting on methods to address class size reduction without having to address classroom space issues. She stated that Wisconsin address this issue by reducing the student to teacher ratio down in core subject areas such as reading and math as a non-traditional method. Ms. Yee noted that Representative Pickens was correct with the language being unclear with the use of classroom aids in the bill. She stated that staff could change the language to indicate that aids may not be considered with respect to the non-traditional teaching approaches.

Senator Aguirre moved to approve the legislation in concept and to direct staff to refine the targeting and to change to biannual budget.

Representative Pickens questioned the language in section J; "the Department of Education shall assist the Arizona Board of Regents". She stated that it may be better to have the Board of Regents ask for assistance from the Department of Education to develop curriculum rather than the way it is currently listed.

Dr. Delecki agreed with Representative Picken's idea and opined that the genesis of this needs to originate from the College of Education, not from ADE.

Representative Cooley stated that he would like to amend the draft to define the relationship of the classroom size reduction funding with the funding from Proposition 301 federal funding so there is a unified program in the districts rather than having disjointed funding.

Senator Huppenthal moved to direct staff to further define the relationship between this funding and all other class size reduction funding and to tie them together to establish leverage that was discussed in Committee.

Dr. Stone asked that section E, regarding academic results, also include results and that academic results may be obtained from other tests outside of Standard tests and being open to authentic assessments as well.

Senator Huppenthal stated his concern that including this idea may impose additional paperwork on the districts. He stated that as long as it is an additional option for school districts to submit evidence that the plan has been successful.

In response to Representative Cooley, Ms Yee commented that staff can work on section E, in specifying to ADE what should be compiled in the annual report, and options can be included as well.

Representative Cooley stated that Representative Pickens suggested that lines 39 and 40 might not be appropriate in the legislation.

Senator Huppenthal stated that he had no objections to deleting those lines from the bill.

Senator Huppenthal asked Senator Aguirre if she would accept these additions to her motion. Senator Aguirre stated that she accepted the additions.

Representative Cooley stated that implementation dates are not clear in the draft and opined that targeting should include an implementation date.

Senator Huppenthal stated that the phraseology "all necessary dates" otherwise the program would be tied down. He stated the amendment should be that staff will refine the legislation to include all necessary dates and timing of the processes.

In response to Representative Cooley, Ms. Yee stated that if the Committee chooses not to meet in 2001, it may do so and there would be not be a Committee report out for 2001. Ms. Yee stated that when this Committee was established with Laws 2000, Chapter 76, Section 2, it was established to meet for two years. She stated that this was probably an idea of a phase-in program being implemented. The first year being the first phase of the program and the second year a reassessment and continued work if necessary. She stated that as with any interim committee, if the members opt not to meet because the members opine the work is completed, a report or memo is submitted to all the entities that would normally receive a report to indicate that the work has been completed in the first year.

Dr. Stone asked that charter schools be included in the language "districts" within the bill.

Representative Pickens opined that the Committee should meet one more time to review the changes in the proposed legislation.

Senator Huppenthal stated that it would be a challenge for the Committee to meet again, given the holiday season approaching. He stated that the Committee must adjourn today with the possibility that the Committee may not be meeting again. He stated that the directions that are being given in this meeting would be included in the legislation that will be distributed to the members to examine before the finalization of the bill draft is completed.

John Wright, Vice President, Arizona Education Association, expressed his appreciation of the Committee's efforts and the direction it has taken. Referencing the Sage Plan in Wisconsin, he commented that he recently had a meeting with different groups of people who participated in that program. He noted that not only were the members of the Legislature members of the K 12 Community, but members of the higher education community were highly involved in the project. He opined that total involvement gives the program a great deal of credibility as it moves forward. He stated that whether it's an annual or ongoing report of the success or results of this system, involving higher education in systematic research could be valuable. He stated that the emphasis on phasing in on targeting a population and not trying to do it all at once seems to have been very successful in Wisconsin.

Mr. Wright opined that all the members of his Association would appreciate the notion that the Committee wants to try to improve the student to teacher ratio without cannibalizing other programs.

Mr. Wright stated that Window Rock has had a class size reduction program in place previously and wondered how that sort of defacto program would be affected. He stated that his class size reduction program to keep the ratio of 20:1 meant that he taught them music, art, physical education and acted as the librarian due to a lack of teachers for those positions. He asked how this program will help districts that have done this in re-staffing some of those critical components that the Committee does not want to see districts take away from.

Senator Huppenthal stated that Mr. Wright has stated right to the core of why he does not like to reward for bad outcomes because then you cannot reward for good ones. He stated that if this money were only given to schools with high student to teacher ratios, then some of the schools that have already made the sacrifices to reduce class size would not be rewarded. Senator Huppenthal stated that what the Committee will be looking at with targeting is to ensure schools like Mr. Wright's school based on the targeting criteria can get just as much money as a school district that has not made the same sacrifices. He stated that he could not ask for a better story to illustrate his concern regarding this issue.

Mr. Wright stated that it is his understanding of school financing, that those districts with high property value but low social economical status for the students do not necessarily, except for budget over-rides, have more money available for their M & O then a low property wealth district. He stated that the majority of their additional money they would have available would be for their capital facilities. Their M & O struggle would be similar to those of a low property wealth district and they could benefit just as greatly from extra M & O money for the teaching staff. Mr. Wright stated that he hopes the Committee will keep in mind the comments made by Senator Bennett regarding the dollar per student ratio. He stated that at a \$75/\$75 match, it still is going to take more than 230 students qualifying for that money before one teacher could be hired on an average salary.

The Aguirre motion CARRIED by voice vote.

There being no further business, the meeting was adjourned at 11:45 a.m.

Respectfully submitted,

Tracey Moulton
Committee Secretary

(Tapes and attachments on file in the Secretary of the Senate's Office/Resource Center, Room 113.)

**ATTACHMENT
H**

ARIZONA STATE LEGISLATURE

INTERIM MEETING NOTICE OPEN TO THE PUBLIC

Subcommittee of the K-3 Classroom Size Reduction Planning Committee

DATE: Wednesday, November 1, 2000

TIME: 10:00 a.m.

PLACE: Senate Conference Room A

AGENDA

- I. Call to Order
- II. Outline Issues for Legislative Consideration
- III. Discussion
- IV. Develop Recommendations
- V. Adjourn

MEMBERS:

Senator John Huppenthal, Chair
Senator Linda Aguirre

Representative Marion Pickens
Robin Hiller

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the Senate Secretary's Office: (602)542-4231 (voice). Requests should be made as early as possible to allow time to arrange the accommodation.

KY/cd 10/18/00

ATTACHMENT I

K-3 Classroom Size Reduction Subcommittee

Recommendations

The following issues were discussed at the November 1, 2000 meeting of the subcommittee:

PROGRAM & FUNDING

- Develop a phase-in program for class size reduction for grades K-3.
- Prioritize any phase-in program to target high poverty schools. (A 5 year phase-in window was discussed with a maximum phase-in time of no more than 10 years.)
- Establish a grant program for districts to request monies based on specified qualifications. (For example, 1st year funding to low income only, 2nd year funding expanded to all other districts with average class sizes above 25...)
- Target funding for reducing class sizes in high poverty urban schools even when facilities or space issues are limited. (Do not let space issues be an obstacle in the qualification process.)
- Encourage districts to use Proposition 301 monies for class size reduction purposes as specified in the menu item option in the legislation.
- Allow districts adequate time to prepare for the expansion of class size reduction programs.
- Consider increasing funding amounts to districts as average class size numbers decrease. (For example, a district would receive an additional \$50 per pupil for an average class size of 25, \$100 for 24, \$150 for 23, \$200 for 22, \$250 for 21 and \$300 for 20.)
- Establish an academic follow-up study requiring participating districts to report to ADE on academic gains each year.

TEACHERS

- Ensure that high quality teaching standards remain in place.
- Avoid the California approach of hiring high numbers of emergency credentialled teachers in high teacher shortage areas.
- Use innovative options to address teacher shortage such as alternative certification options or "team teaching" using two classroom teachers in a classroom to decrease the teacher student ratio in core subject areas such as reading and mathematics.
- Keep teacher pay in the urban, high poverty districts competitive so those teachers don't leave to other communities with higher salary levels.
- Ensure teachers are adequately trained for teaching in smaller class size settings. (Emphasize importance of providing teacher training and development seminars, including workshops for teaching with new pedagogical methods and curriculum.)
- Work with the university system to ensure that the schools of education address methods for teaching smaller class sizes.
- Ensure districts aggressively recruit teachers to expand the state's teacher pool.

FACILITIES

- Discourage participating districts from cutting programs such as music or art as a solution to finding classroom space.
- Address conflicts with current school facilities guidelines and requirements for capital funding.

ATTACHMENT J

REFERENCE TITLE: class size reduction.

State of Arizona
Senate
Forty-fifth Legislature
First Regular Session
2001

SB 1094

Introduced by
Senators Aguirre, Arzberger, Valadez; Representatives Avelar, Loredó,
Miranda; Senators Brown, Cumiskey, Jackson, Lopez J, Solomon

AN ACT

AMENDING TITLE 15, CHAPTER 2, ARTICLE 2, ARIZONA REVISED STATUTES, BY ADDING
SECTION 15-242; AMENDING LAWS 2000, CHAPTER 76, SECTION 2; MAKING AN
APPROPRIATION; RELATING TO THE DEPARTMENT OF EDUCATION.

(TEXT OF BILL BEGINS ON NEXT PAGE)

Be it enacted by the Legislature of the State of Arizona:

Section 1. Title 15, chapter 2, article 2, Arizona Revised Statutes, is amended by adding section 15-242, to read:

15-242. Class size reduction program; program termination

A. THE DEPARTMENT OF EDUCATION SHALL ESTABLISH A CLASS SIZE REDUCTION PROGRAM. THE CLASS SIZE REDUCTION PROGRAM SHALL BE DESIGNED TO REDUCE CLASS SIZES IN KINDERGARTEN PROGRAMS AND GRADES ONE, TWO AND THREE IN PARTICIPATING SCHOOL DISTRICTS AND CHARTER SCHOOLS.

B. THE DEPARTMENT OF EDUCATION SHALL ADOPT RULES TO PRESCRIBE APPLICATION AND ELIGIBILITY REQUIREMENTS FOR SCHOOL DISTRICTS AND CHARTER SCHOOLS THAT WISH TO PARTICIPATE IN THE CLASS SIZE REDUCTION PROGRAM. IN ORDER TO QUALIFY FOR PARTICIPATION IN THE PROGRAM, A SCHOOL DISTRICT OR CHARTER SCHOOL SHALL MEET EACH OF THE FOLLOWING REQUIREMENTS:

1. AT LEAST SEVENTY-FIVE PER CENT OF THE SCHOOL DISTRICT'S OR CHARTER SCHOOL'S STUDENT COUNT MEETS THE ECONOMIC ELIGIBILITY REQUIREMENTS ESTABLISHED UNDER THE NATIONAL SCHOOL LUNCH AND CHILD NUTRITION ACTS (42 UNITED STATES CODE SECTIONS 1751 THROUGH 1785) FOR FREE OR REDUCED PRICE LUNCHES.

2. THE SCHOOL DISTRICT OR CHARTER SCHOOL HAS ADOPTED A COMPREHENSIVE CLASS SIZE REDUCTION PLAN.

3. THE SCHOOL DISTRICT OR CHARTER SCHOOL IS USING A SIGNIFICANT AMOUNT OF MONIES RECEIVED FROM THE CLASSROOM SITE FUND ESTABLISHED BY SECTION 15-977 FOR CLASS SIZE REDUCTION.

C. THE CLASS SIZE REDUCTION FUND IS ESTABLISHED CONSISTING OF MONIES APPROPRIATED BY THE LEGISLATURE. THE DEPARTMENT OF EDUCATION SHALL ADMINISTER THE FUND. MONIES IN THE FUND ARE CONTINUOUSLY APPROPRIATED AND SHALL BE DISTRIBUTED BY THE DEPARTMENT OF EDUCATION IN THE FORM OF GRANTS TO SCHOOL DISTRICTS AND CHARTER SCHOOLS THAT ARE SELECTED TO PARTICIPATE IN THE CLASS SIZE REDUCTION PROGRAM. MONIES RECEIVED FROM THE FUND SHALL NOT SUPPLANT MONIES AVAILABLE TO SCHOOL DISTRICTS AND CHARTER SCHOOLS FROM OTHER SOURCES. SCHOOL DISTRICTS THAT RECEIVE MONIES PURSUANT TO THIS SECTION SHALL RECEIVE GRANTS IN THE AMOUNT OF SEVENTY-FIVE DOLLARS PER PUPIL IN KINDERGARTEN PROGRAMS AND GRADES ONE, TWO AND THREE.

D. THE CLASS SIZE REDUCTION TEACHER PREPARATION FUND IS ESTABLISHED CONSISTING OF MONIES APPROPRIATED BY THE LEGISLATURE. THE DEPARTMENT OF EDUCATION SHALL ADMINISTER THE FUND. MONIES IN THE FUND ARE CONTINUOUSLY APPROPRIATED AND SHALL BE DISTRIBUTED BY THE DEPARTMENT OF EDUCATION IN THE FORM OF GRANTS TO SCHOOL DISTRICTS AND CHARTER SCHOOLS THAT ARE SELECTED TO PARTICIPATE IN THE CLASS SIZE REDUCTION PROGRAM. MONIES RECEIVED FROM THE FUND SHALL NOT SUPPLANT MONIES AVAILABLE TO SCHOOL DISTRICTS AND CHARTER SCHOOLS FROM OTHER SOURCES. THE DEPARTMENT SHALL DISTRIBUTE MONIES FROM THE FUND TO SCHOOL DISTRICTS AND CHARTER SCHOOLS TO PREPARE FOR CLASS SIZE REDUCTION, TO TRAIN TEACHERS TO MAXIMIZE THE EFFECTIVENESS OF SMALL CLASS SIZES AND TO ENSURE THAT TEACHER SALARIES IN PARTICIPATING SCHOOL DISTRICTS

1 AND CHARTER SCHOOLS ARE COMPETITIVE WITH TEACHER SALARIES IN OTHER SCHOOL
2 DISTRICTS AND CHARTER SCHOOLS IN THIS STATE.

3 E. THE DEPARTMENT OF EDUCATION SHALL SUBMIT AN ANNUAL REPORT BY
4 SEPTEMBER 1 THAT SUMMARIZES THE ACADEMIC RESULTS OF PUPILS WHO PARTICIPATE
5 IN THE CLASS SIZE REDUCTION PROGRAM TO THE GOVERNOR, THE SPEAKER OF THE HOUSE
6 OF REPRESENTATIVES, THE PRESIDENT OF THE SENATE AND THE CHAIRPERSONS OF THE
7 HOUSE AND SENATE EDUCATION COMMITTEES AND SHALL PROVIDE A COPY OF THIS REPORT
8 TO THE SECRETARY OF STATE AND THE DIRECTOR OF THE ARIZONA STATE LIBRARY,
9 ARCHIVES AND PUBLIC RECORDS. THE ANNUAL REPORT SHALL INCLUDE THE FOLLOWING
10 INFORMATION:

11 1. THE NUMBER OF YEARS THAT THE SCHOOL DISTRICT OR CHARTER SCHOOL HAS
12 PARTICIPATED IN CLASS SIZE REDUCTION PROGRAMS AND A DETAILED ACCOUNTING OF
13 MONIES USED FOR THIS PURPOSE.

14 2. A LISTING OF THE GRADE LEVELS THAT PARTICIPATED IN THE CLASS SIZE
15 REDUCTION PROGRAM.

16 3. A DESCRIPTION OF PARENTAL SATISFACTION, PUPIL SATISFACTION AND
17 TEACHER SATISFACTION WITH THE CLASS SIZE REDUCTION PROGRAM.

18 4. A DESCRIPTION OF CHANGES ATTRIBUTABLE TO THE CLASS SIZE REDUCTION
19 PROGRAM SUCH AS DISCIPLINARY IMPROVEMENT, GRADUATION RATE INCREASES, DROPOUT
20 DECREASES AND ACADEMIC GAINS.

21 F. SCHOOL DISTRICTS AND CHARTER SCHOOLS THAT ARE SELECTED TO
22 PARTICIPATE IN THE CLASS SIZE REDUCTION PROGRAM SHALL NOT REDUCE OR ELIMINATE
23 ARTISTIC OR MUSICAL INSTRUCTION AS A METHOD TO INCREASE AVAILABLE CLASSROOM
24 SPACE.

25 G. SCHOOL DISTRICTS AND CHARTER SCHOOLS THAT ARE SELECTED TO
26 PARTICIPATE IN THE CLASS SIZE REDUCTION PROGRAM MAY USE TEAM TEACHING AND
27 OTHER INNOVATIVE METHODS OF IMPROVING THE RATIO OF TEACHERS TO PUPILS, EXCEPT
28 THAT TEACHER AIDES SHALL NOT BE USED FOR THIS PURPOSE.

29 H. THE DEPARTMENT OF EDUCATION SHALL NOT DISQUALIFY A SCHOOL DISTRICT
30 OR CHARTER SCHOOL FROM PARTICIPATION IN THE CLASS SIZE REDUCTION PROGRAM
31 SOLELY BECAUSE THE SCHOOL DISTRICT OR CHARTER SCHOOL DOES NOT HAVE ADEQUATE
32 SPACE TO REDUCE ITS CURRENT CLASS SIZES.

33 I. SCHOOL DISTRICTS AND CHARTER SCHOOLS SHALL NOT USE MONIES RECEIVED
34 PURSUANT TO THIS SECTION TO DIRECTLY OR INDIRECTLY FUND ANY CAPITAL
35 PROJECT.

36 J. THE ARIZONA BOARD OF REGENTS MAY ASSIST THE DEPARTMENT OF EDUCATION
37 IN THE DEVELOPMENT OF CURRICULUMS THAT ADDRESS METHODS OF TEACHING PUPILS IN
38 SMALLER CLASS SIZES TO BE USED IN THE COLLEGES OF EDUCATION IN THE
39 UNIVERSITIES UNDER THE JURISDICTION OF THE ARIZONA BOARD OF REGENTS.

40 K. THE PROGRAM ESTABLISHED BY THIS SECTION ENDS ON JULY 1, 2011
41 PURSUANT TO SECTION 41-3102.

42 Sec. 2. Laws 2000, chapter 76, section 2 is amended to read:

43 Sec. 2. K-3 classroom size reduction planning committee

44 A. The K-3 classroom size reduction planning committee is established
45 consisting of the following members:

1 1. Three members of the house of representatives, no more than two of
2 whom are from the same political party, who are appointed by the speaker of
3 the house of representatives.

4 2. Three members of the senate, no more than two of whom are from the
5 same political party, who are appointed by the president of the senate.

6 3. One faculty member of a college of education of one of the
7 universities under the jurisdiction of the Arizona board of regents who is
8 appointed by the governor.

9 4. One member of a statewide association composed of school district
10 governing board members who is appointed by the president of the senate.

11 5. One teacher who is a member of a statewide association composed of
12 teachers and who is appointed by the speaker of the house of representatives.

13 6. One member of an association composed of parents of public school
14 children who is appointed by the president of the senate.

15 7. One member of an association composed of school administrators who
16 is appointed by the speaker of the house of representatives.

17 8. One member of the public who is appointed by the speaker of the
18 house of representatives.

19 9. One member of a statewide class size advocacy organization who is
20 appointed by the governor.

21 B. Appointed members serve at the pleasure of the person who made the
22 appointment.

23 C. Members of the committee are not eligible to receive compensation,
24 but members are eligible for reimbursement of expenses under title 38,
25 chapter 4, article 2, Arizona Revised Statutes.

26 D. The committee may use the expertise and services of the staffs of
27 the department of education and the legislature.

28 E. The committee shall:

29 1. Recommend teacher training programs that are designed to maximize
30 pupil achievement in schools undergoing classroom size reduction for
31 kindergarten programs and grades one through three.

32 2. Recommend possible legislative changes for schools that have
33 implemented classroom size reduction programs for kindergarten programs and
34 grades one through three that would increase classroom space for pupils in
35 kindergarten programs and grades one through three.

36 3. Examine and analyze any other issues that will promote classroom
37 size reduction in kindergarten programs and grades one through three.

38 4. Examine the cost of implementing a classroom size reduction
39 program. The cost estimate shall be included in the annual report.

40 5. Submit an annual written report to the governor, the president of
41 the senate, the speaker of the house of representatives, the secretary of
42 state and the ~~department~~ of ARIZONA STATE library, archives and public
43 records by ~~September~~ DECEMBER 15 that contains the committee's study results
44 and recommendations during years 2000 and 2001.

1 Sec. 3. Appropriation; purpose

2 A. The sum of \$_____ is appropriated from the state general fund
3 in fiscal years 2001-2002 and 2002-2003 to the department of education for
4 distribution to school districts in the form of grants prescribed in section
5 15-242, Arizona Revised Statutes, as added by this act.

6 B. Of the monies appropriated pursuant to subsection A of this
7 section, \$_____ shall be deposited in the class size reduction fund and
8 \$_____ shall be deposited in the class size reduction teacher
9 preparation fund.

REFERENCE TITLE: class size reduction

State of Arizona
House of Representatives
Forty-fifth Legislature
First Regular Session
2001

HB 2594

Introduced by
Representative Huppenthal

AN ACT

AMENDING TITLE 15, CHAPTER 2, ARTICLE 2, ARIZONA REVISED STATUTES, BY ADDING SECTION 15-242; AMENDING LAWS 2000, CHAPTER 76, SECTION 2; MAKING AN APPROPRIATION; RELATING TO THE DEPARTMENT OF EDUCATION.

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12 ORDER TO QUALIFY FOR PARTICIPATION IN THE PROGRAM, A SCHOOL DISTRICT OR
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6 3. One faculty member of a college of education of one of the
7 universities under the jurisdiction of the Arizona board of regents who is
8 appointed by the governor.

9 4. One member of a statewide association composed of school district
10 governing board members who is appointed by the president of the senate.

11 5. One teacher who is a member of a statewide association composed of
12 teachers and who is appointed by the speaker of the house of representatives.

13 6. One member of an association composed of parents of public school
14 children who is appointed by the president of the senate.

15 7. One member of an association composed of school administrators who
16 is appointed by the speaker of the house of representatives.

17 8. One member of the public who is appointed by the speaker of the
18 house of representatives.

19 9. One member of a statewide class size advocacy organization who is
20 appointed by the governor.

21 B. Appointed members serve at the pleasure of the person who made the
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23 C. Members of the committee are not eligible to receive compensation,
24 but members are eligible for reimbursement of expenses under title 38,
25 chapter 4, article 2, Arizona Revised Statutes.

26 D. The committee may use the expertise and services of the staffs of
27 the department of education and the legislature.

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30 pupil achievement in schools undergoing classroom size reduction for
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5 15-242, Arizona Revised Statutes, as added by this act.

6 B. Of the monies appropriated pursuant to subsection A of this
7 section, \$_____ shall be deposited in the class size reduction fund and
8 \$_____ shall be deposited in the class size reduction teacher
9 preparation fund.